R E P O R T R E S U M E S

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INTERNATIONAL EDUCATIONAL EXCHANGE, THE OPENING DECADES 1946-1966. A REPORT OF THE BOARD OF FOREIGN SCHOLARSHIPS. DEPARTMENT OF STATE, WASHINGTON, D.C.

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THE HISTORY AND OPERATION OF THE EXCHANGE PROGRAM SINCE IT BEGAN IN 1946 ARE OUTLINED. THE PROGRAM HAS HAD SIGNIFICANT ACCOMPLISHMENTS IN THE AREAS OF INTERNATIONAL RELATIONS, EDUCATION, AND PUBLIC-PRIVATE COOPERATION. THERE IS INFORMATION ON WHO QUALIFIES FOR GRANTS, WHO SUPPORTS THE PROGRAM, WHAT GRANTEES TEACH AND STUDY, AMERICAN STUDIES ABROAD, THE PROGRAM AND THE ARTS, VISITING LECTURERS, "TEACHER DEVELOPMENT" FOR FOREIGN TEACHERS, AND SUMMER SEMINARS OVERSEAS. THERE ARE LISTS OF COUNTRIES WITH EDUCATIONAL EXCHANGE AGREEMENTS WITH THE U.S. AND CAPSULE IDENTIFICATIONS OF DISTINGUISHED ALUMNI. PROGRAM COSTS AND MEMBERS OF THE BOARD OF FOREIGN SCHOLARSHIPS FROM 1946-66 ARE GIVEN. (AF)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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International Educational Exchange

The Opening Decades, 1946-1966

A Report of the Board of Foreign Scholarships

International Educational Exchange

The Opening Decades
1946-1966

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Contents

PAGE

A Brief History . . . 4

Some Significant Accomplishments *of International Educational Exchange, 1946–66* . . . 12

How the Exchange Program Works . . . 14

Popular Support and Participation . . . 18

A Few of the Program's Distinguished Alumni . . . 20

What Grantees Teach and Study . . . 22

Teacher and Community . . . 24

American Studies Abroad . . . 26

The Exchange Program and the Arts . . . 28

Visiting Lecturers *in the U.S. and Abroad* . . . 30

"Teacher-Development" *for Foreign Teachers* . . . 32

Summer Seminars Overseas . . . 33

An Exchange of Scholars . . . 34

Students Overseas . . . 36

What the Program Costs . . . 37

Members of the Board of Foreign Scholarships, 1946–66 . . . 38

Countries with Educational Exchange Agreements with the United States . . . 39

The Board Of Foreign Scholarships, 1965–66 . . . 40

GRAPHIC PRESENTATIONS

PAGE

6. Exchanges With the World
   World Map—Academic Grantees to and from the U.S. by Country, 1949–66
9. Grantees Over Two Decades
15. How American Students Are Selected for Exchange Grants
16. The Exchange Program Reaches Every Level of Education
19. U.S. Participation in Exchange, by State
   U.S. Map—Academic Grantees to and from the U.S., 1952–66
22. Fields of Interest, 1966
   U.S. and Foreign Grantees Compared
23. Fields of Interest, 1956–66
   By Type of Grantee
29. Arts Awards to U.S. Students
37. U.S. Costs Over Two Decades
37. Private and Public Contributors
   (Sources of Funds, Estimated, for 1964–65 Exchange Program)

(Inside front and back covers)
Some of the Educational Institutions of the World Participating in the U.S. Exchange Program

A Brief History of The Exchange Program

THE UNITED STATES PROGRAM for the international exchange of teachers and scholars, which has become so accepted, even cherished a part of the world of education and scholarship, was born just twenty years ago.

Looking back, the educational exchange program seems inevitable. Certainly it crystallized hopes and needs, and was a response to pressures, widely felt as World War II ended. There was a passionate hope among all peoples that greater knowledge and understanding of one another could help assure peace. There was, too, a hunger among scientists and scholars to renew communications almost totally destroyed by war. Further, for Americans, and perhaps for others, the war had ended a long period of isolationism, and the desire was strong to bring into their lives and classrooms knowledge of the countries and peoples overseas.

The event which started the United States on an international exchange program in 1946 was an amendment authorizing an exchange of scholars financed by the sale of surplus U.S. war materials abroad. The amendment was proposed and sponsored by Senator J. William Fulbright of Arkansas, and soon became known as the Fulbright Act.

It was singularly appropriate that a major program of international educational exchange should be financed by the liquidation of the materials of war.

The new Act proposed a program significantly different from overseas scholarships available up to that time, and these differences continue to characterize it today. First, it put the exchange of teachers and scholars for the first time on a truly international basis. Although a few exchanges with Latin America had been carried on by the Department of State since 1938, the new program involved initially 22 countries around the globe. Further, larger funds were now available than for any previous program.

The Act also proposed a program that was definitely a two-way exchange, providing grants for study in the United States as well as for Americans to study abroad. The program proposed was also bi-lateral, that is, based on formal exchange agreements between the United States and each participating country, and administered in each of these countries by a binational "foundation" or "commission" set up under the terms of the agreement.

Another unique requirement of the Act was that the program, although administered by government, be under the supervision of a Board of Foreign Scholarships, to consist of distinguished men and women appointed by the President from the academic and cultural world, as well as the government agencies immediately concerned. This Board was so designed to give assurance in the United States and abroad that the program's essential character would be educational and non-political.

The first meetings of the Board in 1947 and 1948 shaped other basic principles which now characterize the program. One of the most significant was that it would rely heavily on private cooperation. Today as over the past 20 years, private agencies, foundations, universities, colleges and individuals play a very large part in maintaining the program's quality and character.

Further, it was agreed that exchange grants would be awarded to teachers, professors, research scholars and students on merit alone—there would be no means tests; and that merit was to be judged not only on academic or professional standing, but on the applicant's ability to act as a responsible mature exemplar of his country. The goal of increasing mutual understanding was to be considered, in short, as important as that of good scholarship.

Both in the United States and abroad the program awakened immediate interest and enthusiasm. Requests began to pour into the U.S. Department of State for information on grants for over-

seas study and teaching, and many of the eligible governments abroad made known their wish to conclude exchange agreements. The Republic of China, then on the mainland, was the first country to sign an agreement, in November 1947.

As the exchange program grew—the number of U.S. and foreign grantees under the Fulbright Act rose from 84 in 1948 to over 3,400 in 1951—three things became clear: first, that exchange could not and should not be limited to the original 22 countries alone; second, that funds from the sale of war materials would soon be used up (by 1952, the program in Turkey was about to lapse from shortage of local currencies); and further that an effective exchange program could not be run on foreign currencies alone.

Help came from several quarters. The Smith-Mundt Act of 1948, named for its co-sponsors Senator H. Alexander Smith of New Jersey and Congressman (now Senator) Karl E. Mundt of South Dakota, made possible some educational exchange in countries other than those whose governments had signed exchange agreements, and also enabled Fulbright grantees to receive some supplementary dollar support.

In 1953 and 1954, the U.S. Congress, recognizing the widespread popularity of the program, authorized the use for educational exchange of U.S.-owned foreign currencies built up abroad from any source, including the sale of surplus U.S. agricultural commodities. This action more than doubled the number of countries eligible to enter into a formal exchange agreement, and greatly increased the funds available.

In 1961, the many pieces of legislation affecting educational exchange were brought together in the Fulbright-Hays Act, under which all educational exchange programs of the Department of State today are conducted, regardless of country. The new Act, whose sponsors were Senator Fulbright and Congressman Wayne Hays of Ohio, greatly strengthened the program, gave it new scope and flexibility and assured it of dollars as well as foreign currencies. It also extended the authority of the Board of Foreign Scholarships to include supervision of all academic exchange conducted by the State Department with all countries.

(Note: Data used in this report include, for the first time, all academic grants awarded prior to 1961 under any exchange program conducted by the State Department. This makes possible the first consistent picture of total academic exchange activity

EXCHANGES WITH THE WORLD

Total Academic Grantees to and from
the United States, by Country, 1949 * - 1966

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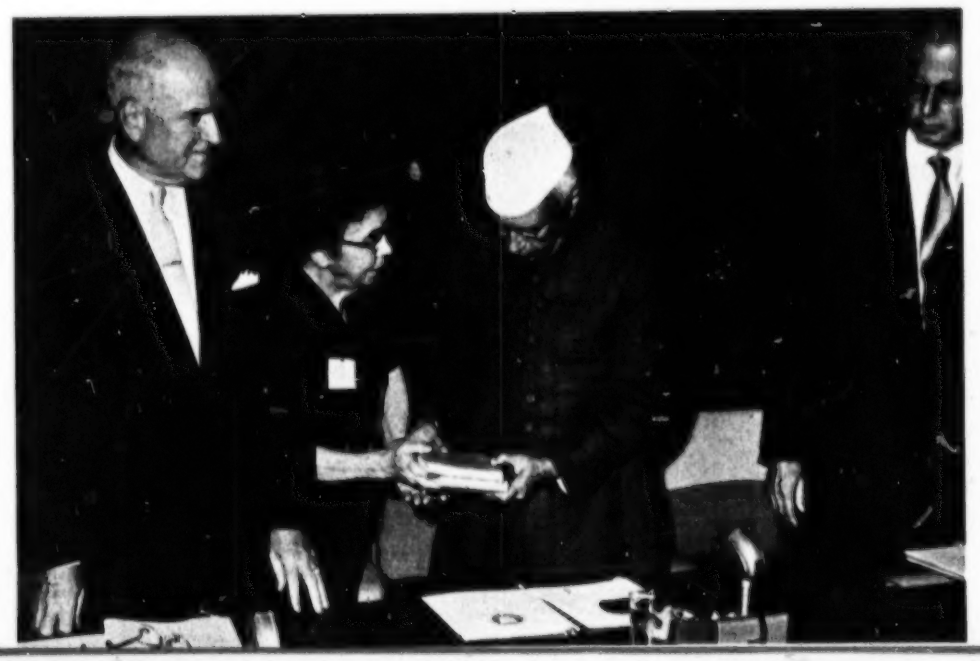

AUSTRALIA
707
995
SYRIA
47
25
JORDAN
16
114
208
23
SOUTH AFRICA
28
133
SOUTHWEST AFRICA
0
9
SOUTHERN RHODESIA
15
71
ZAMBIA
9
17
ANGOLA
0
12
TANZANIA
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111
CONGO
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5
GABON
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1
UGANDA
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128
KENYA
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204
CENT.AFRICAN REP.
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NIGERIA
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124
ETHIOPIA
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SUDAN
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CHAD
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NIGER
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YEMEN
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32
SAUDI ARABIA
13
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LIBYA
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UNITED ARAB REPUBLIC
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761
IRAQ
134
157
IRAN
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163
AFGHANISTAN
24
76
PAKISTAN
260
960
INDIA
976
2,253
NEPAL
14
89
BURMA
162
303
THAILAND
144
479
TURKEY
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652
1,022
97
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2,449
YUGOSLAVIA
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ROMANIA
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3,716
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AUSTRIA
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CZECHOSLOVAKIA
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POLAND
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USSR
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FINLAND
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SWEDEN
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MALI REP.
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2

over these 20 years, both before and since the Fulbright-Hays Act which consolidated all academic exchange programs.)

In 1965–66, educational exchange was carried on with 110 countries and geographical areas. Forty-nine countries have formal exchange agreements and binational exchange Commissions, and ten of these countries have begun to share the costs of the program with the United States. Exchange is now conducted with the Soviet Union and East Europe where the program began for the first time in 1958. Since then, Czechoslovakia, Romania, Bulgaria began limited exchange; and Poland has a growing program. In 1964 Yugoslavia signed a formal exchange agreement.

MAJOR ACTIVITIES OF THE PROGRAM

THE PROGRAM'S PRINCIPAL ACTIVITY now, as at the outset, is the individual exchange of students, including young artists and musicians, and of teachers, research scholars, and lecturers. The following pages describe how these exchanges are carried on and some of the ways they have contributed to the advancement of education, of scholarship, and of the arts.

Very early, as the Binational Commissions abroad became organized and able to make yearly plans for exchange, exchanges began also to be related to projects or themes of special mutual interest to each country and the United States. The fostering of American Studies abroad is one of the largest and most significant of these projects, and is the subject of a special report on page 26.

Another special project, initiated in response to early and pressing demands from abroad, is the support of English-language teaching. In some countries—Italy, Iran, Japan, Colombia and Greece, for example—a program for the improvement of English-language teaching has been planned jointly with the local ministries of education and has called for a concerted and continuing exchange of American teachers and professors skilled in language and linguistics, and study in the United States for foreign teachers who eventually replace them. The program in Italy, for example, has had the joint sponsorship of the Italian Ministry of Education, the Council on American Studies in Rome, Cornell University, the University of Rome, the Ford Foundation and the Binational Commission in Rome.

A further cluster of projects has concentrated on enhancing the quality and widening the horizons of teachers both in the United States and abroad. From the outset of the program, specialized "teacher-development" training for foreign teachers has been provided in the United States (for Latin Americans, in Puerto Rico). The Binational Commissions overseas also sponsor seminars on some special aspect of teaching, such as the teaching of science or the "new math." Beginning in 1952, 6- to 8-week special summer seminars abroad have been organized for U.S. high school and junior college teachers of language and social studies; and, for U.S. school administrators, starting in 1958, 2-month study tours of European educational systems.

Sponsoring seminars both in the United States and abroad is indeed one of the program's major activities. With special lecturers and returned grantees often taking part, seminars have become a major educational instrument through which teachers, students, government officials, leaders and laymen learn new methods, get new perspectives on their work, and exchange ideas with colleagues from other parts of the world.

THE PROGRAM'S EFFECTIVENESS

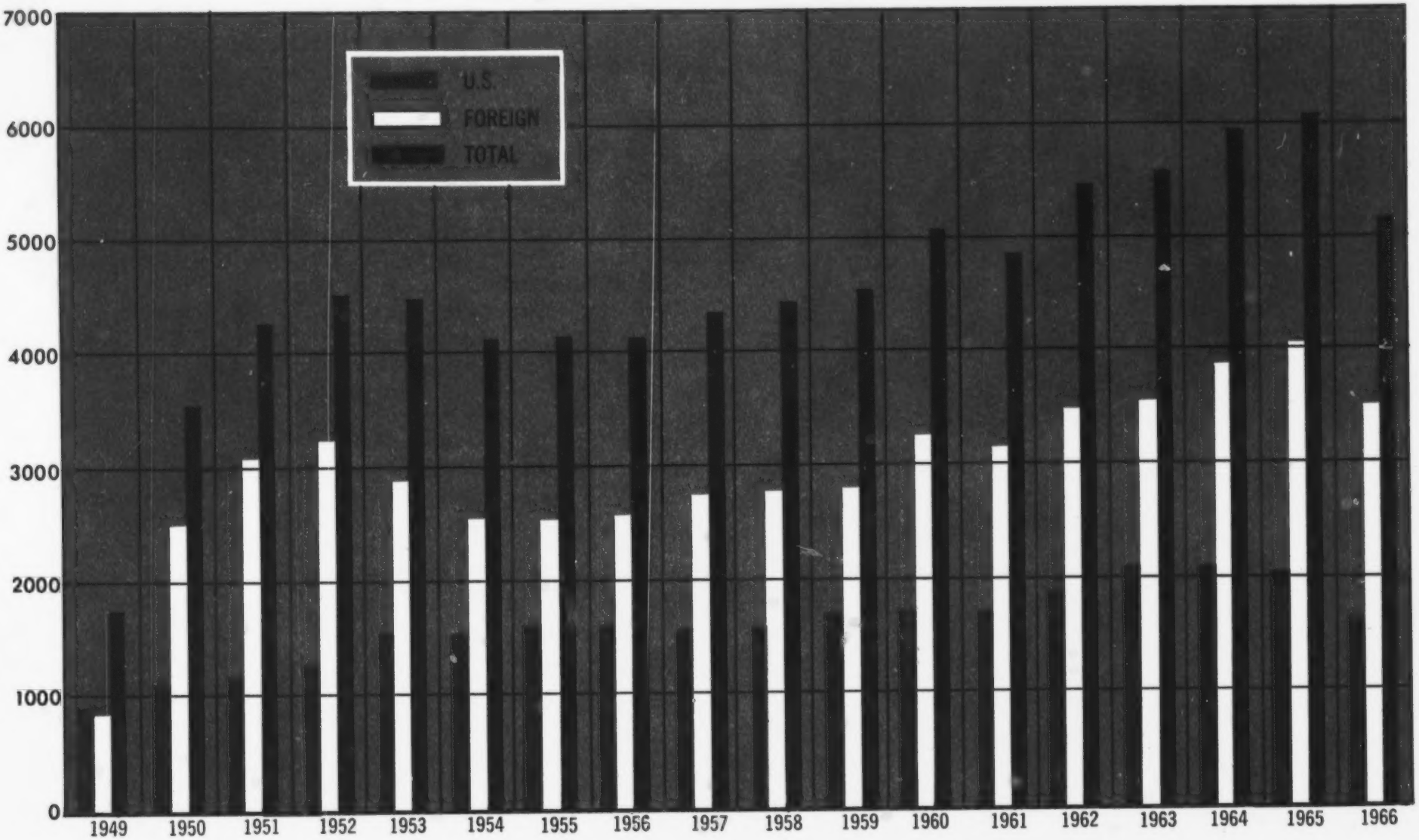
EFFORTS TO EVALUATE THE PROGRAM, to gauge its effectiveness and improve its operations have been frequent in these initial years.

The first evaluation studies reflected an early concern to test the basic assumption of the program—whether a period of study abroad is indeed effective in increasing understanding. This assumption was shown to be valid. Throughout the 1950's, studies reported that the exchange experience enabled foreign grantees to get a more understanding and balanced view of America and Americans, and that American grantees similarly gained a wider understanding of the cultural and political life of other countries (and even, interestingly enough, a greater appreciation of their own country and its international problems).

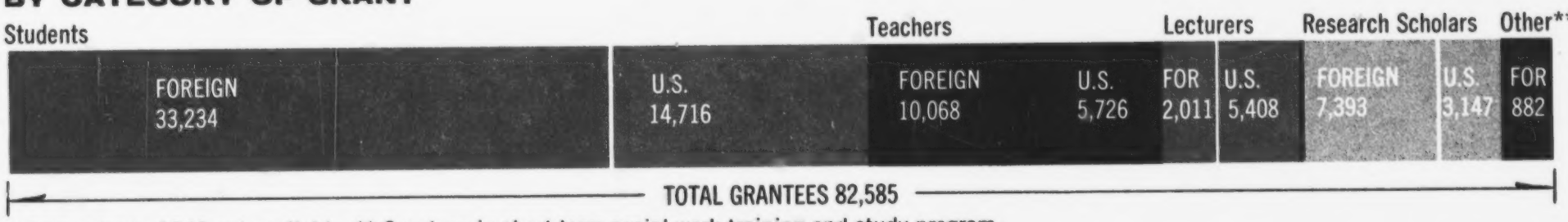
In 1963, a conclusive evaluation of the effectiveness of the program for foreign grantees (academic and nonacademic) was made by the U.S. Advisory Commission on International Educational and Cultural Affairs, at the specific behest of Congress when it set up the Commission itself under the Fulbright-Hays Act.

The notable findings were these: that there is impressive testimony that the exchange program increases international understanding; that it has succeeded in helping dispel among foreign visitors many misconceptions and ugly stereotypes about the American people (although it does not necessarily bring about a uniformly favorable view of all aspects of the American scene);

GRANTEES OVER TWO DECADES, 1949*-1966



BY CATEGORY OF GRANT



* Data prior to 1949 not available. ** Grantees in short-term social work training and study program.

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that it is outstandingly successful in providing a valuable education and professional experience for foreign grantees; and that it has effectively established channels of communication between the people of other countries and the United States. Other studies over the two decades have confirmed that these conclusions apply as well to the experience of American grantees.

These findings, important in themselves, are particularly significant when seen in the light of the scale of the program. In the course of its first 20 years it has reached not only 82,585 grantees, but through them literally millions of people to whom the grantees have made known, both informally and formally, what they have learned.

On a rough calculation, over 11.7 million school children in the United States and abroad have been taught by an exchange teacher or by one of their own teachers returning from an exchange experience overseas. Over 88,500 schools in the United States and nearly 12,500 schools abroad have participated by receiving foreign teachers or sending their own teachers abroad.

Exchange professors in the United States and overseas have been directly in contact with nearly a million university and college students. Almost every accredited college and university in the United States, and the major universities of the world, have received or sent abroad students, professors, and scholars.

The number of people who have been in touch with grantees outside the classroom, that is, who have attended talks, conferences, or seminars where foreign grantees spoke of their exchange experience, runs far into the millions. In 1960, a survey done by Michigan State University of 5,300 returned U.S. grantees reported that while overseas they had given talks to over a quarter of a million people, and on their return had talked to 2,700,000 Americans. In addition, they had written over 4,000 books, monographs, and articles and over 2,100 professional papers, and had introduced nearly 500 academic courses, deriving from their foreign experience, into their home educational institutions. While no comparable data exist for returned foreign grantees, various studies suggest that all figures there would be vastly higher.

A program attaining such a wide reach in 20 years constitutes a new force in education and in the relationships between the people of the United States and other countries.

Clearly educational exchange has played a substantial part in the "internationalization" of the American campus, one of the major facts of the educational scene in the United States today. It has immensely stimulated and assisted the growth of international

and area studies in the United States, as it has the growth of American Studies abroad.

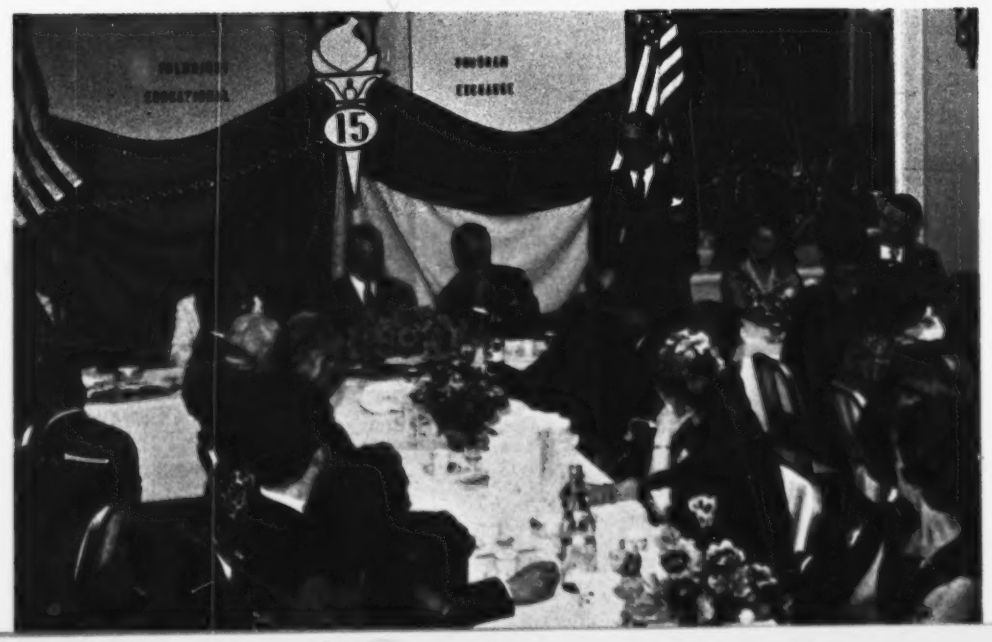
It is equally clear that the exchange program has introduced a leaven of understanding in the relationships between a significant number of people in the United States and those of other countries, and in their attitudes toward other civilizations and other points of view. The implications of this enhanced understanding as a new force in international relations are impossible to assess or predict, but they may well be profound.

To the extent then that these first 20 years were a trial period for the exchange program—to test out the best methods, its effectiveness and value to the people of the United States and other nations—these questions seem no longer in doubt.

The program has, of course, some faults and weaknesses, and can be improved. Repeated examination of its methods, assumptions, and operation, constant efforts to assure quality in the selection and placement of grantees, to relate exchange more closely with each country's needs for development and scholarship, are essential. These first 20 years have, however, laid the foundation on which the people of the United States and other countries have clearly indicated that they want to build an enduring structure of international cooperation and communication.

This recognition was the basis of President Johnson's message to Congress in February of 1966 on international education. The President asked for the establishment of a Center for Educational Cooperation to serve as the focal point for government leadership in American efforts in international education; for new programs to stimulate international studies not only in colleges and universities, but also in U.S. elementary and secondary schools; for even greater exchange of teachers and scholars; for greater assistance to the progress of education in developing nations; and increased communication between intellectual leaders of the world who can build new bridges to understanding.

"We have made hopeful beginnings," the President said in asking for these strengthened U.S. efforts. "Education lies at the heart of every nation's hopes and purposes. It must be at the heart of our international relations." Then, emphasizing the cooperative basis necessary, he added, "International education cannot be the work of one country. It is the responsibility and promise of all nations. It calls for free exchange and full collaboration. We expect to receive as much as we give, to learn as well as teach. . . . Let this nation play its part. . . . The knowledge of our citizens is one treasure which grows only when it is shared."



SOME SIGNIFICANT ACCOMPLISHMENTS of International Educational Exchange 1946–1966

IN INTERNATIONAL RELATIONS

Educational Exchange . . .

► is now established as an important and continuing aspect of America's relations with other countries.

► has become a recognized and proven means of increasing understanding between nations and peoples.

► has become a reciprocal benefit extended by the government of the United States and the governments of nearly all countries in the world, to one another.

► is now accepted and established as a valuable means of assisting the newly independent countries in their educational development.

► is today nationally recognized—and supported—as an essential means of strengthening the competence of the United States and its citizens to meet their responsibilities in other parts of the world.

IN EDUCATION

Educational Exchange . . .

► has become an established service offered by the U.S. Government to qualified American teachers and scholars.

► has become an integral part of the U.S. educational system at all levels.

► has made the knowledge of foreign countries and their cultures both more available and more expected as preparation for a career in teaching and scholarship.

► is recognized—and supported—as a prime effective means of "internationalizing" the horizons of American education and educators.

► has greatly stimulated the development of American Studies abroad and of area and international studies in colleges and universities in the United States.

IN PUBLIC-PRIVATE COOPERATION

The Exchange Program . . .

► has created a worldwide binational exchange mechanism built on private and public cooperation, which provides the foundation for a continuing and strengthened program in the years ahead.

► has encouraged the growth of advisory and other services for foreign scholars and teachers as a basic activity of the American university campus.

► has encouraged the growth of local hospitality and other visitors' services, through which an ever larger number of American communities and families can meet with foreign teachers and scholars to develop greater mutual knowledge and understanding.

► has stimulated a contribution by the American people in general, and by the educational community in particular, so large in terms of volunteered time, funds and expertise, that it not only provides a unique example of private-government cooperation, but indicates a deep public commitment to the values of educational exchange.

How the Exchange Program Works

THE BOARD OF FOREIGN SCHOLARSHIPS

THE POLICY DIRECTION of all phases of the educational exchange program is the responsibility of a nonofficial body, called the Board of Foreign Scholarships. The Board has 12 members appointed by the President from academic, cultural, and public life. It was created by Congress in 1946, to assure impartial selection of grantees and participating institutions, and the respect and cooperation of the academic world. The Board makes the final selection of all grantees, and has overall supervision of the planning and conduct of the program both in the United States and abroad.

THE U.S. DEPARTMENT OF STATE

THE DEPARTMENT OF STATE is the administrative and executive agency of the educational exchange program. It is responsible for negotiating exchange agreements with foreign governments, maintains liaison with U.S. posts overseas on exchange affairs and, in the United States, secures cooperation of other government and private agencies.

THE U.S. OFFICE OF EDUCATION

THE U.S. OFFICE OF EDUCATION, under an agreement with the Department of State, cooperates in the selection of American and foreign teacher grantees; arranges for placement for foreign teachers in local American schools and for their training programs and practical supervision in the United States; and assists in placement of U.S. teachers abroad.

THE INSTITUTE OF INTERNATIONAL EDUCATION

THE INSTITUTE OF INTERNATIONAL EDUCATION (IIE), a private organization with long experience in international exchange, assists the State Department with exchange of students. Under a contract with the Department, IIE helps in preliminary screening of American student candidates for exchange grants, arranges placement in U.S. colleges and universities for the majority of all foreign student grantees, and provides their practical supervision while in the United States.

THE CONFERENCE BOARD OF ASSOCIATED RESEARCH COUNCILS

THE CONFERENCE BOARD is a private body representing leading private American professional and scholarly organizations. Working under contract to the Department, the Conference Board does the initial recruiting and screening of American lecturers and research scholars and nominates candidates for exchange grants. It also handles the placement and the program arrangements for foreign research scholars and lecturers in the United States.

THE UNITED STATES INFORMATION AGENCY

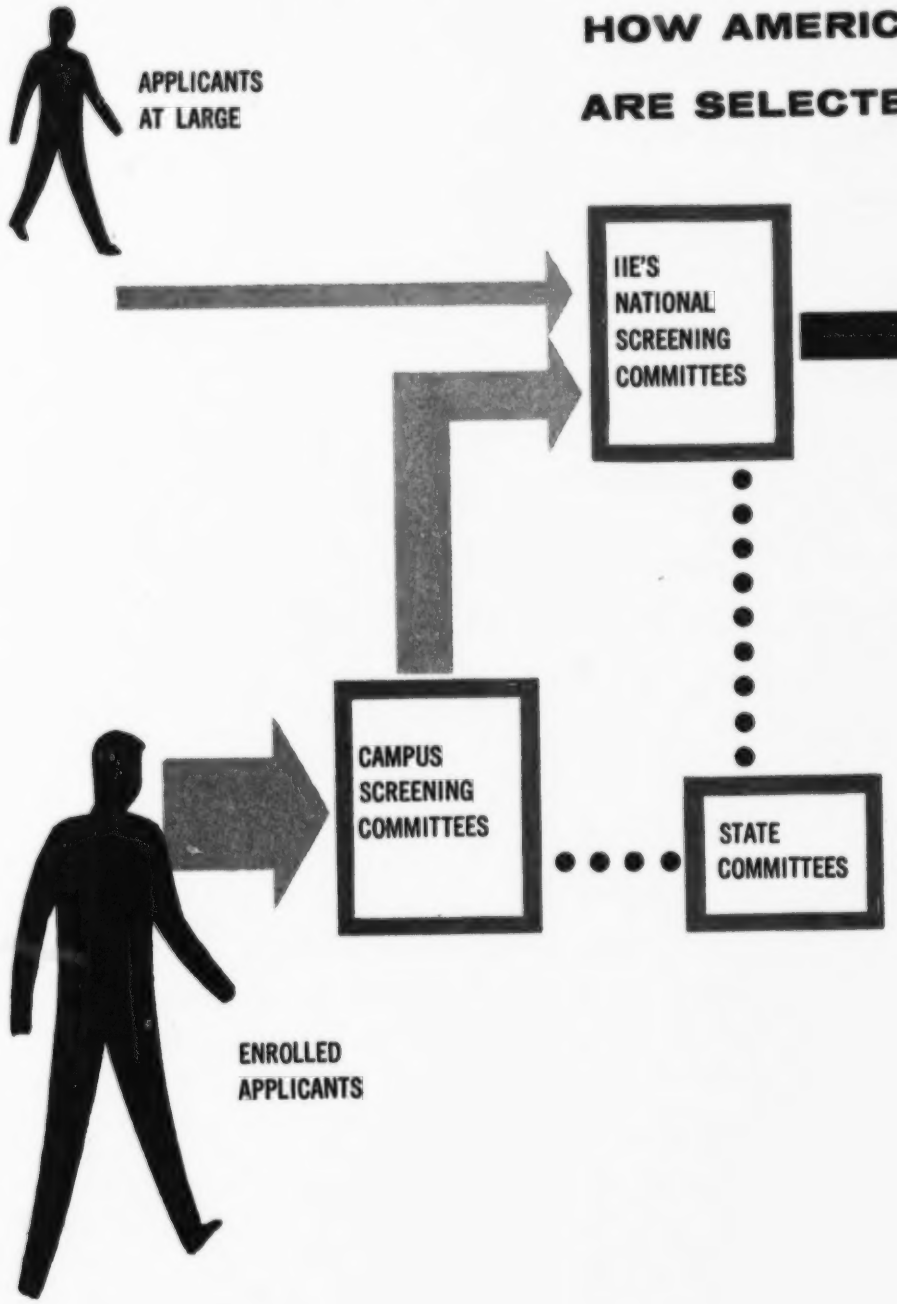
THE U.S. INFORMATION AGENCY provides, in U.S. Embassies abroad, a Cultural Affairs Officer, and in large countries an additional Educational Exchange Officer, to act for the Department of State in assisting and supervising the educational exchange program abroad, and to serve as liaison with the local Binational Commissions on policy matters.

THE BINATIONAL COMMISSIONS ABROAD

ESTABLISHED IN 47* COUNTRIES which have entered into exchange agreements with the United States and composed equally of distinguished foreign nationals and resident Americans, the Commissions are responsible for the administration of the exchange program in each country. They screen local candidates for grants, select qualified local educational institutions to participate in the program, plan educational exchange projects and supervise incoming American grantees. (Where there is no Commission, the U.S. Embassy or Consulate performs these functions.)

* There are 48 countries with active exchange agreements. Belgium and Luxembourg share in a single Commission, in Brussels.

HOW AMERICAN STUDENTS ARE SELECTED FOR EXCHANGE GRANTS

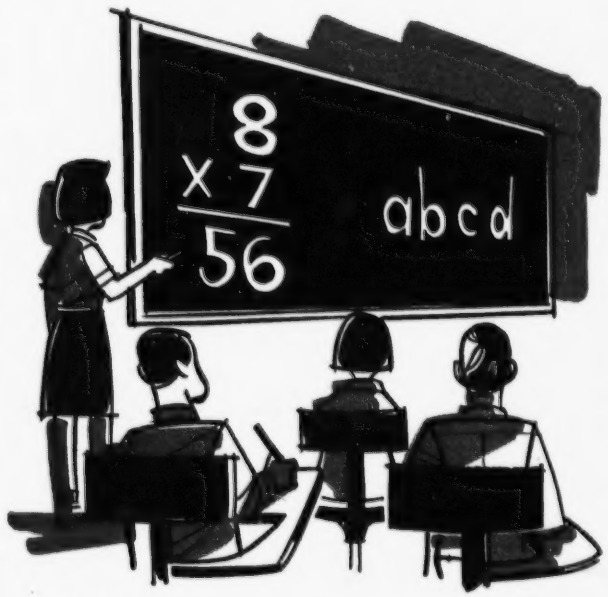


1. Students not enrolled in a college or university apply directly to Institute of International Education (IIE).
2. Enrolled students apply through their Campus Screening Committee which forwards applications to IIE except . . .
3. Each Campus Committee may send the applications of its two best graduating seniors to the home State Committee of each student. Each State Committee may name its best applicants (via IIE) to the Binational Commissions abroad, and sends all others to IIE for further screening.
4. The IIE's National Screening Committee reviews all applications. Those it recommends are forwarded to the Binational Commissions (or U.S. Embassies) abroad.
5. The Binational Commissions submit the applicants for whom satisfactory placements can be made in each country to the Board of Foreign Scholarships.
6. The Board of Foreign Scholarships makes the final selections for grant awards.

Selection of U.S. teachers, lecturers, and research scholars is similar except that: no campus or state committees are involved, and: **for teachers,** the Office of Education, not IIE, is preliminary screening agency; **and for lecturers and scholars,** the Conference Board, not IIE, is the preliminary screening agency.

Selection of foreign grantees in effect reverses the processes above:—the Binational Commission (or U.S. Embassy) abroad is the first screening agency and sends its recommendations to the appropriate contract agency above (IIE, or the Office of Education or the Conference Board), and to the Board of Foreign Scholarships. The Board makes all final selections. No campus or state committees are used.

The Exchange Program Reaches Every Level



ELEMENTARY SCHOOLS

U.S. Teachers
- teach abroad
- study abroad
- attend summer seminars abroad in language/area studies

Foreign Teachers
- teach in U.S.
- study in U.S.
- take teacher-development training in U.S.

HIGH SCHOOLS

U.S. Teachers
- teach abroad
- study abroad
- attend summer seminars abroad in language/area studies

Foreign Teachers
- teach in U.S.
- study in U.S.
- take teacher-development training in U.S.

LOCAL/STATE/NATIONAL EDUCATIONAL SYSTEMS

U.S. Education Administrators
- attend study/observation seminars abroad

Foreign Education Administrators
- take teacher-development training in U.S.

Foreign Curriculum Specialists
- advise U.S. city/county/state educational systems on language/area studies

of Education . . .

TEACHERS COLLEGES AND JUNIOR COLLEGES

U.S. Teachers of Teachers
- teach abroad
- study abroad
- attend summer seminars abroad in language/area studies

Foreign Teachers of Teachers
- teach in U.S.
- study in U.S.
- take teacher-development training in U.S.

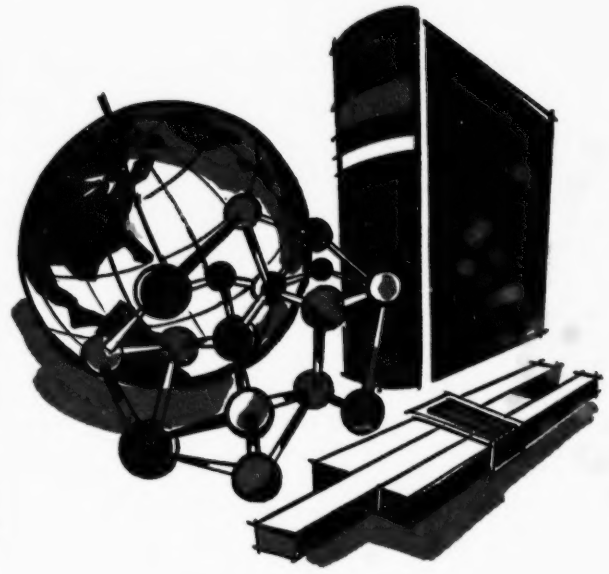
LIBERAL ARTS COLLEGES

U.S. Professors
- teach/lecture abroad
- do research abroad
- attend summer seminars abroad in language/area studies

U.S. Graduates
- study abroad

Foreign Professors
- teach/lecture in U.S.
- do research in U.S.

Foreign Graduates
- study in U.S.



UNIVERSITIES AND ADVANCED INSTITUTIONS

U.S. Professors and Scholars
- teach/lecture abroad
- act as consultants abroad
- conduct advanced study abroad

U.S. Graduates
- study abroad

Foreign Professors and Scholars
- teach/lecture in U.S.
- conduct advanced study and research in U.S.

Foreign Graduates
- study in U.S.

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Popular Support and Participation

WHETHER THEIR CONTRIBUTION is measured in terms of hard cash or volunteered time, the American people and private agencies and individuals across the world have made the exchange program an example of private-government cooperation that may well be unique.

Colleges and Universities. The great majority of foreign grantees coming to the United States under the exchange program receive grants that cover only costs of travel. The major share of all other costs—tuition and maintenance for students, the salaries and maintenance of visiting lecturers and scholars—is paid for by U.S. colleges and universities. This is an enormous contribution. Its dollar value is currently estimated as at least $9 million a year. Beyond price is the willingness of educational institutions, both in the U.S. and abroad, to accept so large a responsibility for helping to educate young men and women from other countries, and to share their laboratories, libraries and resources with scholars from all parts of the world.

Elementary and High Schools. In the past 20 years over 88,500 U.S. schools have directly participated in some way in the program—by sending their own teachers abroad, by having a foreign teacher on their staff, or opening their classrooms for study and observation to "teacher-development" grantees from abroad. The contribution of U.S. schools for exchange teachers' salaries currently totals about $1.5 million a year. Overseas, some 12,400 schools have participated in the program, paying about $258,000 a year in teacher salaries. The contributed time of school administrators and teachers to counseling, escorting or acting as host to visiting teachers both in the U.S. and abroad is beyond calculation.

Private Organizations. From its beginning, private philanthropic and professional organizations and voluntary agencies have provided the moral and professional support and—especially from the foundations—the supplementary funds, which have played a large part in the character and continuance of the program. A complete list of voluntarily cooperating agencies would include not only the major professional societies in the United States, and both the small and large foundations, but also the less widely known, campus-oriented organizations such as the Association of College and University Housing Officers, the National Association of Foreign Student Advisers, the American Association of Collegiate Registrars and Admissions Officers; and voluntary groups such as the American Association of University Women, the International House Association, to name but a few whose help has been invaluable.

Screening Committees. Volunteer professionals do the initial screening of every application for an exchange grant, both in the United States and overseas. Across the United States, in some 800 separate committees, over 2,800 school, college and university teachers, professors and administrators, and men and women otherwise distinguished in the academic, professional and cultural world, contribute their time and expertise to this job. Each country overseas also has its volunteer screening committees. In all, to choose the grantees in the 1965-66 exchange program required the volunteered expertise and devoted hours of an estimated 4,800 men and women in the United States and abroad.

American Communities and Families. The American people have become hosts, guides and friends to foreign visitors on a vast scale, according to many studies made of the exchange program over the years. One recent survey indicates that over 82,000 of the 91,000 foreign students now in the U.S. (government-sponsored and others) have been entertained in American homes. So great has been public interest that volunteer organizations have sprung up across the country to handle foreign visitors. A recent survey indicates that more than 70,000 individuals in these groups help arrange nearly 287,000 visits a year for foreign guests, many of whom are exchange grantees.

From such personal associations spring perhaps the most important values of the exchange program on both sides. These are the thoughtful words of an American host: "Our foreign visitor program caused our community to become better informed, less provincial, to bend a little from staunch conservatism, to be more tolerant. I believe it also played more of a part in making school desegregation possible than most people realize." An Austrian professor spoke for foreign grantees when he wrote: "It was the American family that had the greatest effect in changing (for the better) my opinion of American life."

U.S. PARTICIPATION IN EXCHANGE—by State • 1952*-66**

11= U.S. 11 11 =FOREIGN

WASHINGTON 551 1,092
OREGON 413 605
CALIFORNIA 3,026 4,643
IDAHO 92 38
NEVADA 49 7
MONTANA 118 82
WYOMING 68 43
UTAH 154 222
ARIZONA 151 248
COLORADO 369 902
NEW MEXICO 132 127
NORTH DAKOTA 93 35
SOUTH DAKOTA 107 59
NEBRASKA 187 129
KANSAS 382 1,077
OKLAHOMA 241 261
TEXAS 647 1,281
MINNESOTA 702 1,221
IOWA 403 653
MISSOURI 463 566
ARKANSAS 111 128
LOUISIANA 230 321
WISCONSIN 611 1,461
ILLINOIS 1,403 3,359
MICHIGAN 1,123 2,565
INDIANA 630 1,530
OHIO 996 2,448
KENTUCKY 212 152
TENNESSEE 280 429
MISS 122 43
ALABAMA 165 129
GEORGIA 232 334
FLORIDA 361 420
SOUTH CAROLINA 152 126
NORTH CAROLINA 446 661
VIRGINIA 392 361
WEST VIRGINIA 115 74
PENNSYLVANIA 1,382 2,516
NEW YORK 3,881 6,323
VERMONT 145
NEW HAMPSHIRE 127
MAINE 159 164
MASSACHUSETTS 3,823
RHODE ISLAND 316
CONNECTICUT 1,223
NEW JERSEY 1,187
DELAWARE 87
MARYLAND 604
DISTRICT OF COLUMBIA 313 788

GUAM 3 0

PANAMA CANAL ZONE 1 0

PUERTO RICO 1,021

VIRGIN ISLANDS 1

* Data prior to 1952 not available.

** Figures do not include 39 U.S. grants made to U.S. citizens residing outside the United States, and 20,518 grants made to foreign grantees assigned to more than one State.

A Few of the Program's Distinguished Alumni

FROM THE UNITED STATES

GARDNER ACKLEY . . . Chairman, President's Council of Economic Advisers, was a Research Scholar grantee in Economics at the University of Rome, in 1956.

STEPHEN BAILEY . . . Dean, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse, New York, was a Lecturer grantee in American Government at Oxford University, in 1957.

FELIX BLOCH . . . Professor of Physics, Stanford University, and Nobel Prize winner in Physics, 1952, was a Lecturer grantee in Nuclear Physics at Hebrew University, Jerusalem, in 1959.

HENRY STEELE COMMAGER . . . Professor of History and American Studies, Amherst College, Massachusetts, and author of *The American Mind* and other historical works, was a Lecturer grantee in American History at the Conference on American Studies, University of Cambridge, in 1952. He also was an exchange Lecturer at the University of Copenhagen in 1955.

IRENE DALIS . . . who is now a Mezzo-soprano with the Metropolitan Opera, and who was the first American-born singer to appear at the Bayreuth Festival (1961), was a Student grantee at the Giuseppe Verdi Conservatory in Milan, in 1951.

ROSAMOND GILDER . . . President, International Theatre Institute, was a Research Scholar grantee in Theatre Arts at the University of Paris, in 1955.

RICHARD HOFSTADTER . . . Professor of American History, Columbia University, and author of *The Age of Reform* and other works, was a Lecturer grantee in American Intellectual and Social History at Oxford University, in 1954.

CARL KAYSEN . . . Director, Institute for Advanced Study, Princeton, New Jersey, was a Research Scholar grantee in Economics at the London School of Economics, in 1955.

ALFRED KAZIN . . . Professor of English, State University of New York at Stony Brook, and author of *Starting Out in the Thirties* and other works, was a Lecturer grantee in American Studies at the University of Aix-Marseille, in 1956.

JOSHUA LEDERBERG . . . Professor of Genetics, School of Medicine, Stanford University, California, and a Nobel Prize winner in Physiology and Medicine in 1958, was a Lecturer grantee in Microbiology at the University of Melbourne, in 1956.

ARTHUR MIZENER . . . Professor of English, Cornell University, and author of *The Far Side of Paradise:* A Biography of F. Scott Fitzgerald, and other works, was a Lecturer grantee in American Studies at King's College and Bedford College, University of London, in 1955.

ANNA MOFFO . . . now a leading Soprano at the Metropolitan Opera in New York, was a Student grantee in Voice, at the Conservatory of St. Cecilia in Rome, in 1954.

SAUL K. PADOVER . . . Professor of Political Science, New School for Social Research, New York, and author of *The Meaning of Democracy* and other works, was a Lecturer grantee in Political Science at Tokyo University, in 1959.

BENJAMIN ROWLAND, JR. . . . Professor of Fine Arts, Harvard University, and author of *Art and Architecture of India* and other works, was a Lecturer grantee in Fine Arts at the University of Rome, in 1957.

EMILIO SEGRE . . . Professor of Physics, University of California, Berkeley, and a Nobel Prize winner in Physics, in 1959, was a Lecturer grantee in Nuclear Physics at the University of Rome, in 1950.

ROGER H. SESSIONS . . . music educator and composer of many symphonies, operas and other works, was a Lecturer grantee in Music at the Academia Luigi Cherubini in Florence, in 1951.

WALLACE STEGNER . . . writer and Professor of English, Stanford University, California, and author of *The City of the Living* and other works, was a Lecturer grantee, American Literature, at the University of Athens, in 1963.

ALLEN TATE . . . critic, poet, Professor of English, University of Minnesota, Minneapolis, and author of *On the Limits of Poetry* and other works, was a Lecturer grantee at Oxford University, in 1953.

VIRGIL THOMSON . . . music critic and composer of the opera *Four Saints in Three Acts* and other selections for piano and orchestra, was a Research Scholar grantee in Music at the University of Paris, in 1960.

CHARLES H. TOWNES . . . Professor of Physics, Massachusetts Institute of Technology, and Nobel Prize winner in Physics, in 1964, was a Lecturer grantee in Nuclear Physics at the Ecole Normale Superieure in Paris, in 1955.

PETER VIERECK . . . poet, educator and author of *The Persimmon Tree* and other volumes of poetry, was Lecturer grantee in

American Literature at Oxford University, in 1953, and also at the University of Florence, in 1954.

FROM COUNTRIES ABROAD

ALFRED A. ALVAREZ . . . book critic of *The Observer,* and drama critic of the *New Statesman,* London, England, was a Student grantee in English Literature at Princeton University, in 1954.

DR. MARTIN NOEL . . . Professor of Spanish-American Literature, University of Buenos Aires, Argentina, was a Lecturer grantee in Spanish-American Literature, Western Reserve University, Cleveland, in 1959.

DR. AUH CHUN-SUK . . . Ambassador to Mexico from the Republic of Korea, was a Lecturer grantee in Comparative Education, at the MacMurray College and Illinois College in Jacksonville, Illinois, in 1958.

LUIGI BROGLIO . . . Dean of the School of Aeronautical Engineering, University of Rome, and vice-president of the European Committee for Space Research, was a Lecturer grantee at Purdue University, Lafayette, Indiana, in 1951.

SOLLY COHEN . . . Dean of the Faculty of Science of Hebrew University, Jerusalem, was a Lecturer grantee in Nuclear Physics at Princeton University, in 1959.

DR. KENNETH O. DIKE . . . Vice-Chancellor of the University of Ibadan, Nigeria, was a Lecturer grantee in African History at Northwestern University, Evanston, Illinois, in 1957.

OSCAR G. ESPINOSA . . . Director of CORPUNDO (Corporación de Fomento y Promoción Social y Economica de Puno), in Puno, Peru, was a Student grantee in Civil Engineering at North Carolina State College, in 1961.

DR. DIONISIO M. GONZALES TORRES . . . Minister of Public Health and Social Welfare of Paraguay, was a Research Scholar grantee in Medical Education at the State University of New York, Buffalo and at Western Reserve University, Cleveland, in 1959.

DR. MADHAV SADASHIV GORE . . . Director of the Tata Institute of Social Sciences in Bombay, India, was a Research Scholar grantee in Sociology at Beloit College, Michigan, and at the University of Michigan, in 1960.

DR. WALTER HOELLERER . . . Chairman of the Department of Literature of Technical University in Berlin, Germany, was a Lecturer grantee in German and Comparative Literature at the University of Wisconsin, Madison, in 1960.

PROFESSOR CARL IVERSON . . . Rector of the University of Copenhagen, Denmark, was a Lecturer grantee in International Economics at the University of Washington, in 1953.

DR. SHAFIK ALI EL KHISHEN . . . Minister of Agriculture of the United Arab Republic, was a Research Scholar grantee on insecticides, University of California at Riverside and Berkeley, in 1962.

RAYMOND LE BEGUE . . . Honorary Professor of French Literature at The Sorbonne, Paris, was a Lecturer grantee in French Literature at New York University, in 1957.

TEODORO A. LOCSIN . . . Editor-in-Chief of the *Philippines Free Press,* in Manila, was a Lecturer/Research Scholar grantee in Political Science and Journalism at Stanford University, Palo Alto, California, in 1955.

OLE MYRVOLL . . . Minister of Finance of Norway, was a Lecturer grantee in Economics at Colgate University, Hamilton, New York, in 1958.

PROFESSOR J. H. KWABENA NKETIA . . . Director of the Institute of African Studies at the University of Ghana, in Accra, was a Lecturer grantee in African Music at the University of California at Los Angeles, in 1963.

DR. ALFONSO ORTEGA URBINA . . . Minister of Foreign Affairs of Nicaragua, was a Student grantee in Comparative Law at Southern Methodist University, Dallas, Texas, in 1953.

DR. TAHSIN OZGUC . . . Professor of Archeology at Ankara University, Turkey, was a Research Scholar grantee in Classical Archeology at the Institute for Advanced Study, Princeton, New Jersey, in 1962.

PROFESSOR VIRGINIA RAU . . . Director of the Faculty of Letters of the University of Lisbon, Portugal, was a Lecturer grantee in Medieval History of Portugal and Spain, at Yale University, in 1963.

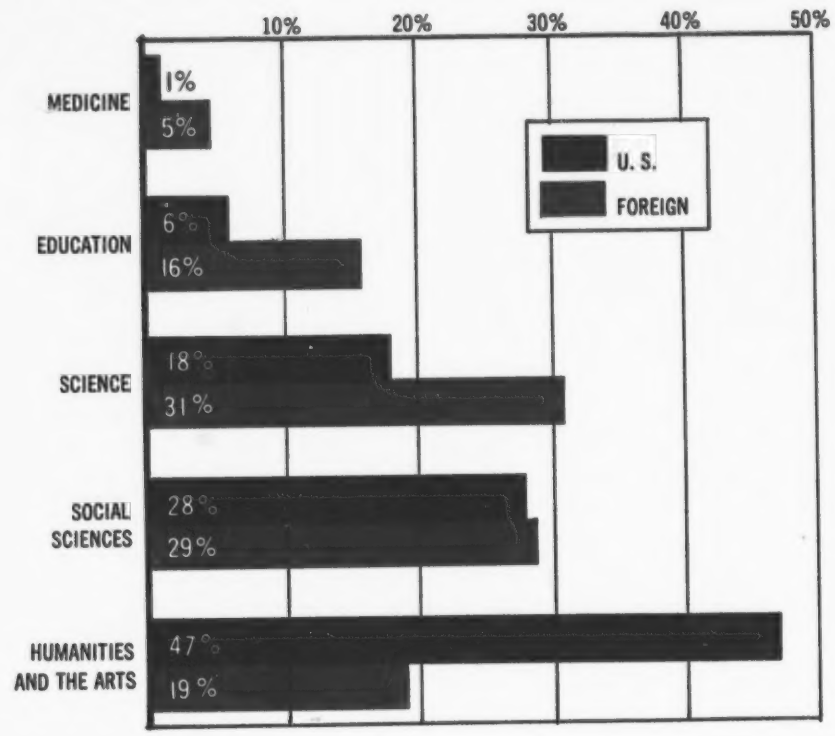
DR. HERNANDO SANABRIA . . . Director-General of Education for Bolivia, was a Teacher grantee at the University of Puerto Rico, Rio Piedras, in 1962.

KENZO TANGE . . . Professor of Architecture at the University of Tokyo and Designer of the Olympic Stadium, and also winner of the Asahi Cultural Prize in 1966, was a Lecturer grantee in Architecture, at Massachusetts Institute of Technology, in 1960.

DR. ADUL WICHIENCHAROEN . . . Secretary-General of Thammasat University, Bangkok, Thailand, was a Student grantee in International Relations at Georgetown University, in 1952.

What Grantees Teach and Study

FIELDS OF INTEREST, 1966 U.S. and Foreign Grantees Compared



The most popular single subject for foreign grantees coming to the United States is science, although the social sciences run a close second.

But there are decided differences among categories of grantees. For example, nearly 60% of all foreign lecturers today come to the United States to teach the humanities, principally literature and language. The number has almost tripled over the last decade, as more and more U.S. colleges and universities develop international studies programs and are eager to have knowledgeable professors from the countries and areas concerned. Subjects taught by such visiting professors this past year were: French language and literature, Latin American literature and culture, Buddhism, Hindu and Muslim philosophy, Chinese history and culture, Japanese literature, and Caribbean history—to name but a few. About 16% of all visiting lecturers teach the sciences.

Among foreign research scholars, however, the proportions are almost reversed: 56% come for advanced study in science, less than 10% come for the humanities. About 17% study medicine.

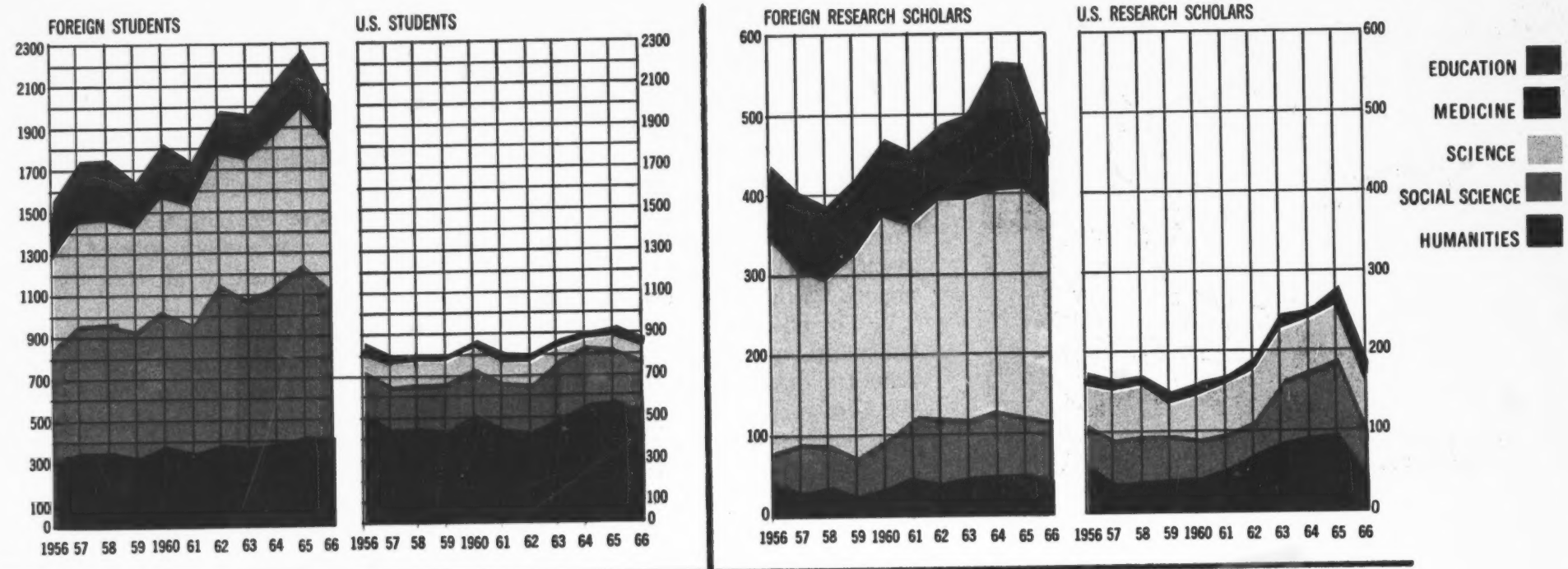
Foreign students show a still different pattern of interests: about a third studies the humanities, another third studies science. The social sciences claim about 20%.

Among American grantees as a whole, the humanities and the arts are far and away the most popular fields of interest. But again there are differences by type of grantees. The largest single group of U.S. research scholars (40%) are, like their foreign counterparts, concentrated in science.

American lecturers going abroad are almost evenly divided among the three big main fields of interest—science, the social sciences, and the humanities. About 20% lecture on American Studies—U.S. literature and U.S. history and civilization. Another 10% teach political science and economics. About one in 15 lectures on education.

Over the past ten years as the number of grantees has risen, certain changes in emphasis can be seen among the major fields of interest of grantees. For example, proportionately fewer American student grantees today than in 1956 study science abroad as pre-doctoral candidates, preferring now to go as advanced research scholars after acquiring their science doctorate in the U.S. The number and proportion of foreign students coming to the U.S. to study science, however, have been rising—in part, perhaps, because of the large number of science scholarships available here. The number of U.S. lecturers going abroad to teach science has more than doubled during this period.

FIELDS OF INTEREST, 1956–66 BY TYPE OF GRANTEE



Teacher and Community

THAT PART of the exchange program which may be nearest to the American people, to American families and communities, is the exchange of elementary and high school teachers. In the last 20 years, on a rough estimate, about 4.5 million American children have either been taught in their own schools directly by a foreign teacher, or by an American teacher returned from an exchange experience abroad.

The majority of these children have been those of America's small communities. Nearly half of all foreign exchange teachers are placed in communities of less than 15,000 people. Over 40 percent of all U.S. exchange teachers come from and return to similar communities.

For all the sponsors of the teacher program—including local boards of education and school principals—contact with the community as well as the school is one of the main objects and values sought. These values hold for the foreign teachers themselves, since they discover an aspect of America least known abroad, and perhaps one most instructive to the foreign eye.

Community contacts made by exchange teachers are astounding in number. Last year, for example, 14 Indian exchange teachers visited about 150 schools and colleges and over 400 private homes, and made 310 speeches to local organizations. Four New Zealand teachers visited 34 schools and colleges and 115 homes, and gave 83 speeches, including radio and TV interviews. The U.K. group of 84 exchange teachers toured 650 educational institutions, visited 2,600 American homes, and addressed nearly 700 groups. Exchange teachers take part in many community activities such as coaching sports, judging competitions, helping produce local or school plays.

In countries abroad, American exchange teachers have made similar contacts. A report from Japan, commenting that U.S. teachers are often assigned in remote areas where few foreigners go, went on to say, "Perhaps no group of grantees would have as high an average of personal acquaintance and direct contact with the Japanese people."

About 7.2 million children abroad have been taught either directly by an American teacher or by their own teachers returned from abroad.

The Teacher-Development program, which since 1946 has brought 7,412 foreign teachers to the United States for short-term study tours, has an impressive record of 83,700 schools and nearly 112,000 homes visited, in 17,000 communities.

The value of all such community contacts probably always will defy exact measurement. But these comments may express what cannot be measured:

A teacher from France: "I understand Americans better after living

with them . . . I feel less than ever inclined to make sweeping statements condemning or praising an educational or political system, or a whole nation."

A superintendent of schools in Blackwell, Oklahoma: "On behalf of the entire community may I say, 'Thanks for Senorita Alicia Felix from Ecuador.' While here she spoke to about 2,500 students and 500 adults, and this community will always have a deep interest in Ecuador because of the impressions she made."

An editorial in *Advance* of Novato, California, following an "International Friendship Night" at which 21 foreign teachers were guests: "Nothing that has ever happened in Novato has done as much to create international understanding and good will on a personal basis. . . ."

It is hardly surprising that the largest single source of support for the teacher exchange program is the money provided by American and foreign schools which pay the salaries of the teachers. In the 1965–66 school year alone, this contribution totalled $1,712,449.

Some examples of where they came from and where they taught, 1965-1966

U. S. TEACHERS IN SCHOOLS ABROAD

from Grand Junction, Colorado, to Mitcham High School, Melbourne, AUSTRALIA

from Janesville, Wisconsin, to Selwyn College, Auckland, NEW ZEALAND

from Fridley, Minnesota, to Revius-Lyceum, Doorn, the NETHERLANDS

from Woodland Hills, California, to Aichi University of Liberal Arts, Okazaki, JAPAN

from Cedar Rapids, Iowa, to Dachau Secondary School, Dachau, Bavaria, GERMANY

from Richmond, California, to Lycee de Jeunes Filles, Mons, BELGIUM

from Highland Park, New Jersey, to Secondary Teachers' Normal School, Tegucigalpa, HONDURAS

from Destrehan, Louisiana, to Pahlavi University, Shiraz,

from West Branch, Iowa, to Tonga High School, Moku'alofa, TONGA ISLANDS

from La Plume, Pennsylvania, to Maarif Koleji, Samsun, TURKEY

from Concord, California, to The Happy Home English School, Karachi, PAKISTAN

from Levittown, Long Island, New York, to International School, Djakarta, INDONESIA

TEACHERS FROM ABROAD IN AMERICA'S SCHOOLS

from PERU, to Valley Falls Public Schools, Valley Falls, Kansas

from AUSTRALIA, to Greene High School, Greene, New York

from INDIA, to Carl Sandburg Junior High School, Robbinsdale, Minnesota

from AUSTRIA, to Nazareth Area High School, Northhampton, Pennsylvania

from SPAIN, to Glastonbury Public Schools, Glastonbury, Connecticut

from DENMARK, to Ayer Senior High School, Ayer, Massachusetts

from ITALY, to Lincoln Senior High School, Bloomington, Minnesota

from the UNITED KINGDOM, to Maunawili School, Honolulu

from LAOS, to Homewood-Flossmore High School, Flossmore, Illinois

from PARAGUAY, to Plymouth Joint School District, Plymouth, Wisconsin

from NORWAY, to Roosevelt High School, Minneapolis, Minnesota

from FRANCE, to Spartanburg City Schools, Spartanburg, South Carolina

American Studies Abroad

In 1945, except for two chairs in American History—one at Oxford and another at the University of London—almost no university in Europe taught U.S. history, other than as a rather peripheral appendage to the history of Europe. In Europe as elsewhere in the world, a paradox indeed existed: The United States had emerged after World War II as a great power, but one of which in fact very little was known and even less was taught.

This situation was of grave concern to the United States, and, as well, to the few European scholars at the time who had specialized in American Studies. One called it frankly "intolerable" that there should be so large a gap "between the United States' position in the world and its place in European university studies." The strong need was felt to foster objective and critical scholarship that would penetrate below surface news, and develop a deeper understanding of, and a channel of communication about, the United States, its people, history and institutions.

It was in this setting that direct encouragement of American Studies in colleges and universities abroad became one of the major projects of the exchange program. The success of this project is today one of the program's outstanding accomplishments.

A principal means of fostering American Studies abroad has been the support of summer seminars. In a sense, these seminars were inspired by the celebrated and continuing Salzburg Seminars on American Studies. The first Salzburg Seminar, held under private sponsorship in 1947, drew over 100 European scholars and an outstanding group of American lecturers in American literature, history and government.

Seminars on American Studies have now become a summer institution in many countries—in Sweden, in Britain, in Japan, in Yugoslavia, Germany, and India, to name a few, and now often include secondary school teachers. Local Binational Commissions are customarily joint sponsors of these seminars, and arrange for the presence of U.S. lecturers.

The importation of lecturers from the United States is, indeed, a principal means used to build interest in American Studies. Some of the most distinguished U.S. historians, poets, critics, and social scientists have held these exchange lectureships. Founding and supporting chairs in American Studies is another main activity of the program, and one which is supplemented by similar and sizable efforts by private U.S. foundations and scholarly organizations as well. Another method also receiving private as well as U.S. support is the provision of fellowships to enable foreign scholars to study in and observe the United States. In many instances the American lecturers are invited as first incumbents of a newly founded chair in American literature or history, which is to be filled later by a local scholar. By 1965, for example, 10 of the 18 Italian scholars holding chairs or teaching in American Studies had been research grantees in the United States.

Today there is not a country in Western Europe which does not offer American Studies; many have established chairs in American history, literature, or civilization. A tally made in 1964 listed 116 chairs, 338 courses, and 70 seminars in American Studies, and there has been progress since that time—including the spread of American Studies to universities in Poland and Yugoslavia. Further, in countries from Israel to Japan, American Studies have become regular parts of university curricula.

In Latin America, American Studies are most successfully introduced as comparative studies, emphasizing South American and North American history, development, and literature on a comparative basis. Chile affords an excellent example of this approach in the National University's Center for Research in American History at Santiago, which deals with

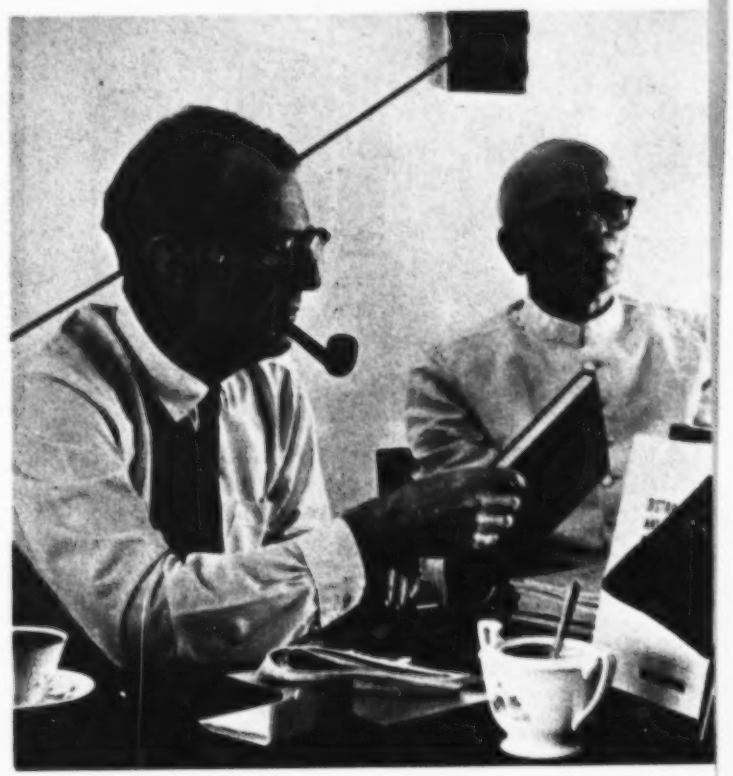
Canada, the United States, and Latin America.

In Africa, interest is awakening as universities develop. The universities of Dakar and Madagascar have recently included American Studies as an optional course leading to the *licence d'anglais*. Makerere College in Uganda and Capetown University also have courses.

On the initiative of foreign scholars, associations of American Studies have come into being in many countries. The British Association of American Studies was established in 1955, and a European Association in the same year. Australia (jointly with New Zealand), and Canada, Japan and the Philippines have founded similar organizations within the last few years. A sizable number of countries—among them Israel, India, Japan, Britain, the United Arab Republic, France, Belgium, Italy, Austria—have now taken the further step of setting up research centers for U.S. Studies.

Clearly, knowledge overseas about the United States has immensely broadened in these two decades since World War II. While by no means all misconceptions and misinformation have been wiped away, it is certainly true that a growing number of people are being helped to cut through the myths about the United States to the realities, and thus create a climate in which honest communication and understanding can take place.

The American Studies movement has paralleled a similar effort in the United States to remedy what was an equally "intolerable" lack of knowledge in the United States about other parts of the world. The tremendous growth of Asian and African Studies in U.S. colleges and universities, for example, has been vigorously supported by the U.S. exchange program as well as by private U.S. foundations, and also greatly strengthened by provisions of the U.S. Higher Education Act of 1965. The International Education bill, presented to Congress in early 1966 by President Johnson, is designed to strengthen and expand advanced training and research in international affairs even more. Understanding is decidedly a two-way street.



SOME UNIVERSITIES ABROAD OFFERING AMERICAN STUDIES, 1965-66

University of Strasbourg
University of Padua
University of Bern
Stockholm University
University of Belgrade
University of Munich
London School of Economics
University of East Anglia
The Sorbonne, Paris
Charles University, Prague
University of Tokyo
Delhi University
University of Helsinki
University of Innsbruck
University of Frankfurt
University of Sao Paulo
National University, Santiago
Oxford University
University of Canterbury, Christchurch (New Zealand)
University of Cape Town
Warsaw University
University of Utrecht
Hebrew University, Jerusalem
University of Copenhagen
University of Venice
University of Vienna
Istanbul University
University of Madrid
University of the Philippines, Manila
University of Oslo

Grantees Economos and Gillespie check their work exhibited in Rome, 1963.

Lukas Foss, grantee in Italy 1951, today conducts the Buffalo Symphony.

The Exchange Program and the Arts

WIDELY KNOWN among artists and musicians, but far too little known among the general public, is the exchange program's group of awards in the arts. These grants form the largest single award program available in the U.S. today for young American artists and musicians for study abroad. From 16 to 20 percent of all grants to American students are awarded in the arts.

Since 1949, 2,350 talented young people from America's music, drama and art schools have won these awards. Although most of them were only in their early 20s at the time of their grants, the names of a significant number are already known on the concert and opera stages of Europe and the U.S., in the theatre and art world, and in numerous music, art and drama schools and university departments across the country. The emphasis on young artists at an early stage in their careers is considered one of the program's significant and distinguishing aspects.

Over half of the young artists have gone abroad to study music—young composers and conductors, pianists, organists, students of wind and string instruments and, the largest group of all—49 percent of all music grantees—students of voice. Most of these have chosen Europe as their place of study. Indeed, music students form the second largest category of all U.S. student grantees in Europe. (Modern languages come first.)

For young students of voice, European training and contact with Europe's great opera traditions is an essential step in a successful career. While the United States by no means lacks fine teachers, Europe with its many opera houses offers exceptional opportunities for the stage and concert experience which is imperative to the opera singer, but not readily available in the United States. Many voice students selected for awards are already so well advanced that, even as first-year grantees, they are engaged by Europe's major opera houses—in Milan, Berlin, Vienna, Stuttgart, Rome. Quite a few remain in Europe to sing in these same houses, although the Metropolitan Opera has engaged over a dozen former grantees as a result of their European experience and reputation. Among those now with the Metropolitan Opera are Anna Moffo, William Olvis, Irene Dalis, Ezio Flagello, Grace Hoffman, and Gladys Kutcha, to name a few.

For young conductors European experience is also essential, to find opportunities for experience in conducting which are rare in the United States. Since 1949, the exchange program has made study awards to over 200 young composers and conductors. A few names suggest the caliber of these grantees. Lorin Maazel, who received an award for study in Rome in 1952, has since conducted the major orchestras of Europe, as well as of the United States, and in mid-1965 became music director of the West Berlin Opera Company and the Berlin Radio Symphony Orchestra. Lukas Foss, also an early grantee in Rome (1951), this spring was guest conductor of the New York Philharmonic; one of his compositions won the Critics Circle Award in 1961. The 1966 Pulitzer Prize for music went to 1951 grantee Leslie Bassett, for his "Variations for Orchestra."

Piano is one of the favored instruments of music grantees, as is the organ. The organ departments of at least three institutions—the University of Illinois, Indiana University and Southern Methodist University—are headed by former grantees who are now not only teachers but distinguished concert organists.

Painting, sculpture and design, expectedly, draw a sizeable number of young candidates for an exchange grant. While the United States is a leader in modern painting, many art teachers here feel that contact with the great European art tradition can supplement significantly the "provincialism" which some of them fear may come from studying painting exclusively in the United States. America's leading museums and galleries

have exhibited the work of former grantees, among them Dmitri Hadzi (1951) and Lee Bontecou (1957), in sculpture; Jack Levine (1951), Louis Finkelstein (1957), Elias Friedensohn (1958), in painting. Another grantee, Robert Sowers (1951), who has specialized in stained glass, designed the glass facade for the American Airlines building at Kennedy International Airport in New York, as well as windows for many churches and chapels. In 1956, a special show of the work of former grantees was held at the Duveen-Graham Gallery in New York and toured several cities. In 1958, a show of paintings by former grantees was similarly arranged by the Smithsonian Institution's Traveling Exhibit Service. Also in 1958, the Museum of Contemporary Crafts gave an exhibit of grantees' works.

The theatre arts—drama, dance, and cinematography—have drawn an appreciable number of grantees to Europe, especially in recent years to England. Alumni of the program, too numerous to cite here, have acted in or directed plays in New York both on and off Broadway, and at the Lincoln Center and City Center, and theatres elsewhere in the United States.

In addition to their public performances and exhibits, young alumni are helping to give international dimension and experience to university art, drama and music departments, which are today playing an increasingly large part in America's cultural life. For example 6 out of 32 staff members of the art department in the University of California at Berkeley, including the head of the University's museum, are former grantees.

Professional teachers and performers make up the special screening panels for art awards. To be recommended for an award, young candidates must have completed their U.S. training and be considered well advanced or 'ready' for the foreign experience. Most candidates ask to study in a specific country—as, very frequently, Italy or Germany for voice training, France or Germany for organ, England for the dramatic arts and cinematography—and increasingly—for painting and sculpture.

Candidates for music awards submit tapes of their performance for an initial review and, if selected, later audition in person. Young composers submit the scores of their best works; conductor-applicants are required to conduct an actual orchestra designated by the screening committee. Artists submit color slides and photographs.

While Europe is the major study area, India and Japan consistently draw some students each year. In 1965, about a dozen U.S. students in the arts went to India, four to Japan.

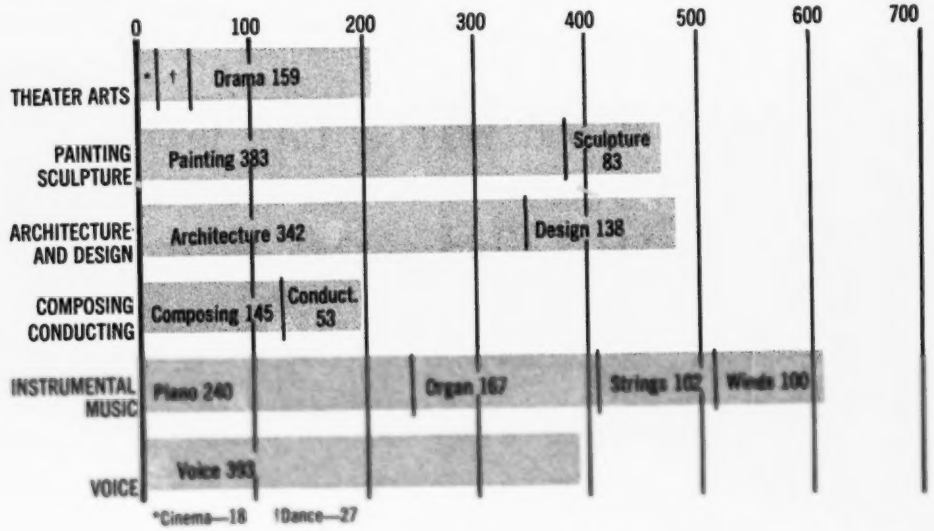
Kathleen Widdoes (France, 1963), at the New York Shakespeare Festival.

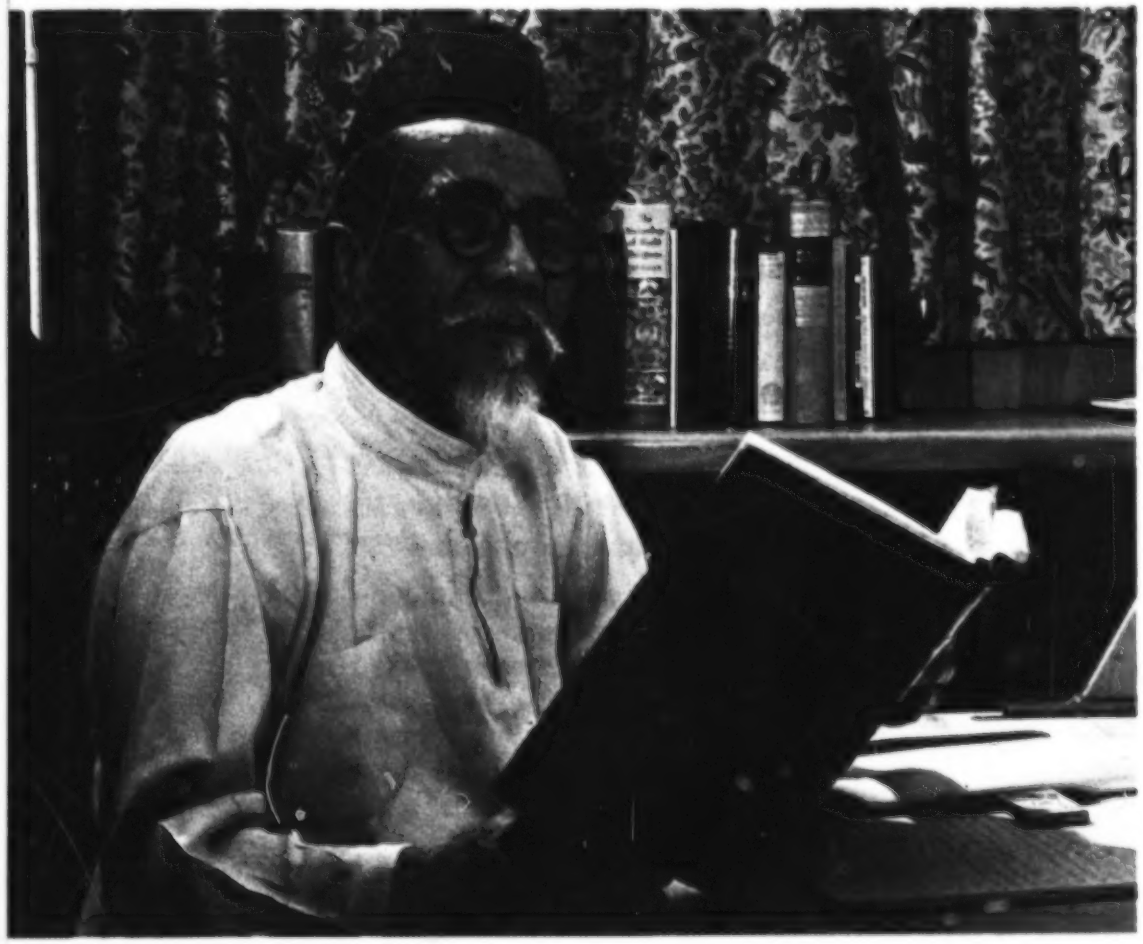
At Belgian museum laboratory, Lee Brown studied art restoration, 1952.

There is also a small "reverse flow" of arts students to the United States. In 1965-66, 39 of these grantees came to the United States, as compared with 162 Americans going abroad.

There is also a consistent, if limited exchange of U.S. and foreign lecturers and research scholars in the arts. In 1965–66, visiting lecturers included a Swedish lecturer on architecture, a professor of Japanese Sumi painting from Kyoto, a Viennese composer, and a theatre director from Athens who lectured on ancient Greek drama.

NUMBER OF AMERICAN STUDENTS IN THE ARTS





Visiting Lecturers in the U.S. and Abroad

ABOUT ONE GRANTEE IN TEN is a university lecturer, and about 7,400–2,000 of them from outside the United States–have been exchanged since the program began. The largest exchanges take place with Germany, France, Italy, the United Kingdom, India, and Japan. The United Kingdom sends more lecturers than it receives in return.

The number of students reached by these exchange professors is impressive. Using the very conservative estimate that 125 students are in touch with each lecturer during his grant year, 250,000 or a quarter of a million American students, and 676,000 or two-thirds of a million foreign students, have had classroom or seminar association with these lecturers from another land, another culture.

Student-professor relationships across continents are only one part of the web of communication which is being woven by the program's exchange of lecturers. The past 20 years have put many threads of many kinds upon the loom. To cite a few:

. . . In the United States a Burmese law professor from Rangoon assisted the University of Vermont to develop a course of non-western studies. . . . In Israel an American lecturer set up the first course on American drama; another initiated the first course in American literature. . . . The director of the Kiel University's Geological Institute in Germany, who came to lecture at the Scripps Institute of Oceanography and the University of Southern California, arranged for American colleagues to attend the International Geological Congress in Copenhagen in 1960. . . . A U.S. lecturer in Heidelberg introduced American philosophical thought into a course on the history of ethics which had traditionally dealt only with the work of European philosophers. . . . At Columbia University a lecturer from Natal talked on race relations and urbanization in Africa.

. . . In Turkey two U.S. lecturers in home economics helped organize a department of home economics at a recently established college at Izmir. . . . At the University of Washington a Japanese professor helped establish study programs in Japanese music at the University's newly formed Center for Asian Arts. . . . At the University of Oslo an American professor assisted in planning a cancer research program, and an American zoologist in Thailand helped set up Thailand's first marine biology laboratory. . . . An Italian professor of medicine returning from a lecture and research year in nuclear medicine in the United States set up an isotope laboratory at the University of Genoa. . . . At Wayne State University American grantees returning from Italy organized an Italian study program and research center.

FOREIGN LECTURERS IN THE U. S.
WHERE THEY CAME FROM, WHAT THEY TAUGHT, 1965-66

from GREECE to
Eastern Michigan University, Ypsilanti: *Greek Drama*

from PAKISTAN to
University of Missouri, Columbia: *Hindu and Muslim Philosophy*

from FRANCE to
Denison University, Ohio: *French Literature*

from GERMANY to
University of Wisconsin, Milwaukee: *Regional and Urban Planning*

from INDIA to
University of North Dakota, Grand Forks: *Economic Development*

from TAIWAN to
Western Michigan University, Kalamazoo: *Chinese Literature*

from ARGENTINA to
Cornell College, Iowa: *Latin American Culture*

from DENMARK to
University of Minnesota, Minneapolis: *Industrial Design*

from GHANA to
Dillard University, New Orleans: *Greek and Latin Literature*

from ENGLAND to
Yale University, School of Medicine: *Infectious Mononucleosis*

from CHILE to
California State College, Long Beach: *Biochemistry*

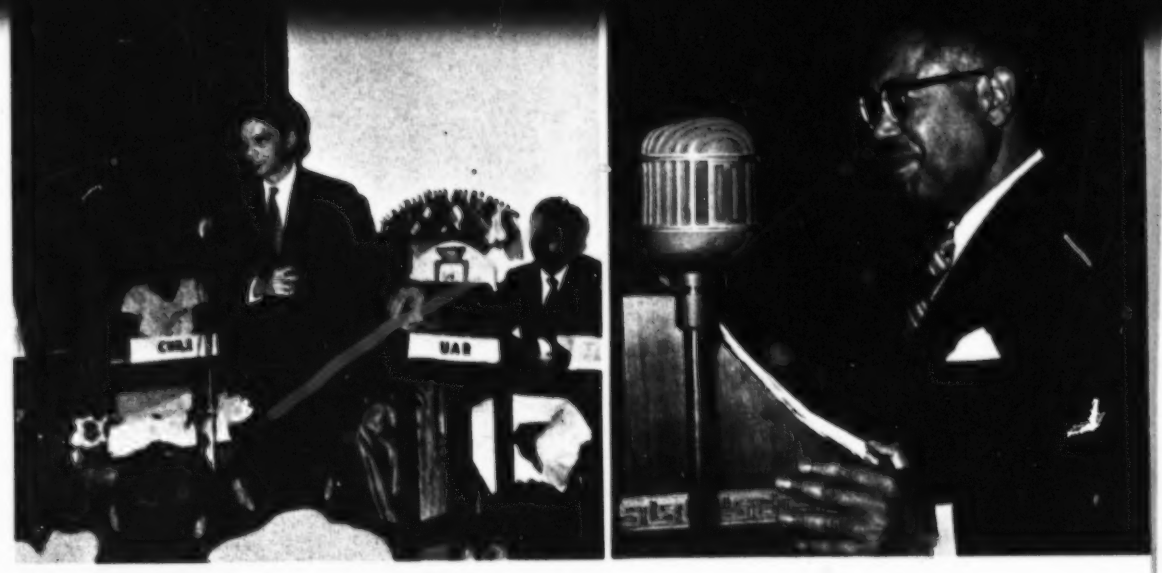
from TURKEY to
Texas Technological College, Lubbock: *International Relations*

from JAPAN to
University of Michigan, Ann Arbor: *Comparative Law*

from ITALY to
Mary Washington College, Virginia: *Italian Language and Literature*

from AUSTRALIA to
University of California, Los Angeles: *Structural Geology*

from FRANCE to
Cornell University, *Analytical Mathematics*



U. S. LECTURERS OVERSEAS
WHERE THEY WENT, WHAT THEY TAUGHT, 1965-66

to TANZANIA
University of East Africa, Dar es Salaam: *Law*

to IRAQ
Al-Hikma University: *Business Administration*

to TURKEY
University of Ankara: *Use of Isotopes in Medical Diagnosis*

to SIERRA LEONE
Njala University College: *Zoology*

to BRAZIL
University of Sao Paulo: *Theoretical Physics*

to INDIA
Indian School of International Studies, New Delhi: *Inter-American Relations*

to PERU
National University of San Marcos, Lima: *Library Administration*

to the CONGO
University of Brazzaville: *English; American Literature*

to SWEDEN
University of Goteborg: *Contemporary Philosophy*

to UNITED ARAB REPUBLIC
University of Cairo: *Hospital Pharmacy*

to FRANCE
University of Bordeaux: *American History*

to KOREA
College of Education, Seoul *Mathematics Education*

to POLAND
Jagiellonian University, Krakow: *American Literature*

to JAPAN
Hitotsubashi University, Tokyo: *Operations Research*

to AFGHANISTAN
University of Kabul: *Journalism*

to TUNISIA
Bourguiba Institute of Modern Languages: *Linguistics; and American Civilization*

"Teacher-Development" for Foreign Teachers

3 Kinds of Training, 1965-66

6-MONTH STUDY-OBSERVATION TOURS IN THE U.S.

Designed to acquaint foreign teachers and school administrators with U.S. educational methods, philosophy and common problems. Training includes: 13-16 weeks, concentrated study in a U.S. university; and 6 weeks' practical experience in a U.S. school system; including observation of rural and urban schools, with visits to local PTAs, school boards and pupils' homes and parents. In 1965-66: 280 participants from 49 countries.*

1- TO 4-MONTH SEMINARS IN THE U.S.

Provides training in special fields for selected groups of foreign teachers and administrators. In 1965-66 seminars were held on: American civilization, science education, English language teaching, secondary and elementary school administration, vocational education, guidance and counseling. In 1965-66, 123 teachers participated.

6-WEEK SEMINARS IN PUERTO RICO

Conducted in Spanish for non-English speaking teachers and school administrators from Latin America. Seminars cover many of the same topics as the 6-month program, and include observation of U.S. education in Puerto Rican and mainland schools. In 1965-66, 135 teachers participated.

U.S. INSTITUTIONS COOPERATING IN TRAINING, 1965-66

Colorado State College, Greeley University of Texas, Austin
University of Michigan, Ann Arbor
Rutgers University, New Jersey
Indiana University, Bloomington
University of Southern California,
Ohio State University, Columbus
University of Oregon, Eugene San Francisco State College
University of Wisconsin, Milwaukee
State University of New York, Albany
State University of New York, New Paltz
Kansas State Teachers College, Emporia
Georgetown University, Washington, D.C.
Temple University, Philadelphia University of Pittsburgh
University of Puerto Rico, Rio Piedras

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* *1946-1966: Total teacher development grantees: 7,412*

Summer Seminars Overseas

Perhaps the most popular kind of exchange for high school and college teachers is the summer seminars held abroad in language and social studies. These 6- to 8-week seminars were first developed in 1952 for those teachers (they are the majority) for whom a full year of teaching abroad is not feasible. The opportunity to study Asian civilization in Japan, African civilization in Nigeria or Ethiopia, to study Italian Classics in Rome, Spanish in Spain, or Spanish and Spanish-American culture in Colombia, to study French plus French history in France, or the Middle East in Lebanon or Iran, has in recent years been drawing up to 6 times as many applicants as there are grants available.

These seminars give the "students" a first-hand view of the area, a concentrated, carefully planned series of lectures, and, where language is a main focus, day-to-day speaking experience. In most countries a local university is host and the local Binational Commission serves as coordinator.

All the seminars include extensive field trips within the host country, or, for an "area" civilization course, other countries as well. At the seminar in Ethiopia on East African Civilization last summer, not only did the group study and tour in Ethiopia itself but had lectures in Nairobi on Kenya, in Kamapala on Uganda, and in Cairo on the United Arab Republic. For many teachers the seminar provided their first experience not only with East Africa but with a developing country.

For the language teacher, the value of even a short period in a "living language laboratory" is inestimable. For those teachers of social studies, even 6 to 8 weeks of intensive work can of course give only a general introductory knowledge of a country or area. What is accomplished, however, and what the program itself hopes for, is, as one teacher put it, that such an experience "will make my teaching more alive, and another part of the world more real to my pupils." There are other values too. As another grantee aptly said, a period of foreign study "leads one to a greater appreciation of one's own culture, and at the same time, to an objective realization that there are other cultures, other viewpoints besides one's own."

COUNTRIES WHERE SEMINARS WERE HELD, SUMMER 1965

In France: Modern European History (20 participants)
Host: Institute of Political Studies, University of Paris
French Language (25 elementary teachers)
Host: University of Strasbourg

In Mexico: Latin American History and Area Studies (25 participants)
Host: Instituto Politecnico Nacional, Mexico City

In Greece: Greek Civilization (20 participants)
Host: U.S. Education Foundation, Athens

In Ethiopia: East African History (25 participants)
Host: Haile Selassie University, Addis Ababa

In Lebanon: Middle Eastern and World History (25 participants)
Host: American University of Beirut

In Japan: Japanese Language and Asian History (15 participants)
Host: International Christian University, Tokyo

In Costa Rica: Spanish Language (30 elementary teachers)
Host: University of Costa Rica

In Iran: Middle Eastern History (20 participants)
Host: U.S. Commission for Cultural Exchange in Iran, Tehran

In Italy: The Latin Classics (20 participants)
Hosts: The American Academy, Rome
The Vergilian Society of Comae, Naples

In Colombia: Spanish Language and Latin American History (20 participants)
Hosts: Instituto Caroy Cuervo, Bogota
Universidad de los Andes

In India: Indian Civilization and Asian History (40 participants)
Host: University of Mysore

In Spain: Spanish Language and Civilization (30 participants)
Host: University of Valladolid, Burgos

In Germany: German Language (40 participants*)
Host: Goethe Institute, Munich

* 20 of these participants attended on grants provided by the Federal Republic of Germany.

An Exchange of Scholars

IN THE EYES OF MANY SCHOLARS, the opportunities which the exchange program affords for research abroad is one of its most coveted benefits.

Examples of collaboration among the world's scholars which the exchange program has made possible add up to a varied and provocative record. To name a few:

. . . In 1960 a long-term cooperative research study of German and American wheat hybrids, calling for an exchange of disease-resistant samples over 10 to 15 years, was initiated by an agronomist research scholar grantee from Oklahoma State University, with the Weihenstephen Branch of the Munich Institute of Technology, a leading grain research center. . . . In 1954 Japan and the United States, with the assistance of Harvard University and the Ford Foundation as well as the exchange program, began an exchange of research scholars in American and Japanese legal institutions. . . . In Egypt in 1956 a team of U.S. and Egyptian linguists undertook research in comparative linguistics and teaching methods, of which some of the results were a manual for high school teachers of English and a high school reading text for use in Egyptian schools. . . . Between 1953 and 1961 American and British research scholars collaborated with colleagues in Central Africa on a multicountry

AMERICAN RESEARCH SCHOLARS ABROAD

WHERE THEY WENT, WHAT THEY STUDIED. 1965-66

to PORTUGAL
University of Coimbra:
Phonetics

to HONG KONG
University of Hong Kong:
Modern Chinese History

to ITALY
University of Florence:
Philosophy of Art

to NORWAY
University of Oslo:
Quantitative Fisheries Biology

to YUGOSLAVIA
University of Zagreb:
Slavic Languages

to SPAIN
University of Valencia:
Citrus Diseases

to CHILE
University of Chile, Santiago:
Anthropology

to ENGLAND
Oxford University:
Medieval Music

to DENMARK
Institute for Theoretical Physics, Copenhagen:
Theoretical Physics

to JAPAN
Osaka University: *Urban and Economic Geography*

to the PHILIPPINES
University of the Philippines, Manila: *History of Peasant Protest Movement*

to AUSTRALIA
University of Western Australia, Perth: *Animal Nutrition, Ruminant Mutation*

to INDIA
Tata Institute of Fundamental Research, Bombay:
Solid State Physics

to ISRAEL
Weizman Institute of Science, Rehovot: *Computer Systems*

to IRELAND
the Agricultural Institute, Dublin:
Dairy Technology

to ENGLAND
Brunel College of Advanced Technology, London:
Educational TV

project on wildlife management and development. Their joint findings and recommendations were reported to be a "real turning point in the conservation of African wildlife."

. . . A Dutch geophysicist, as a research-scholar grantee, collaborated at the Wave Research Laboratory at the University of California at Richmond on experimental studies leading to greater knowledge of the movement of hurricanes over water. . . . An American expert in tumorology from the Sloan Kettering Institute participated in organization of research at the University of Brussels tumorology center. . . . After working with colleagues at Stanford University on inflammatory reactions of the skin to certain diseases, a Danish research scholar and fellow researchers in both Copenhagen and Stanford joined to publish their findings. . . . An American historian from the University of Massachusetts, doing research in 15th century Italian diplomacy, was commissioned by the Italian Historical Institute to collaborate with the Italian Director of Archives, and a professor from the University of Ohio, to edit for publication all diplomatic correspondence between Milan and France from 1450 to 1483, and to prepare a microfilm record of diplomatic papers of that period. The microfilm is being made available in the United States as well as in Italy. The American Philosophical Society, the American Historical Association, and the Universities of Massachusetts and Ohio contributed funds for this significant project.

Communication is often said to be "the lifeblood of science." Equally today collaboration is the lifeblood of scholarship.

FOREIGN RESEARCH SCHOLARS IN THE U. S.
WHERE THEY CAME FROM, WHAT THEY STUDIED, 1965-66

from ITALY to
The Joint Center for Urban Studies, MIT–Harvard University: *Urban Planning*

from SWEDEN to
The Metropolitan Museum of Art, New York: *Museum Educational Programs*

from PERU to
Georgia Institute of Technology, Atlanta: *Industrial Economics*

from POLAND to
Stanford University, California: *Theory of Economic Growth*

from FRANCE to
Wesleyan University, Connecticut: *American Literature*

from YUGOSLAVIA to
University of California, Berkeley: *Methods of Marketing Research*

from ROMANIA to
Michigan State University, East Lansing: *Farm Machinery*

from URUGUAY to
Harvard University, Cambridge: *Symbolic Logic*

from the NETHERLANDS to
Yale University, Connecticut: *Celestial Mechanics*

from ENGLAND to
The Library of Congress, *History of Cartography*

from MEXICO to
University of Arizona, Tucson: *Immunology*

from GERMANY to
The Center for Hellenic Studies, Washington: *Greek Religion and Mythology*

from ARGENTINA to
University of California, Berkeley: *Agricultural Economics*

from UNITED ARAB REPUBLIC to
Clemson University, South Carolina: *Textile Science*

from JAPAN to
The Juilliard School of Music, New York: *Modern American Dance*

Students Overseas

BY FAR THE BEST KNOWN PART of the exchange program is the exchange of students. Many people believe, mistakenly of course, that students constitute almost the whole exchange program—an impression arising perhaps because of the very large and visible number of foreign students in the U.S. Only about five percent of these, however, have a U.S. Government exchange grant.

Nevertheless, students do in fact form the majority of all exchange grantees—almost half of all U.S. grantees, and two-thirds of all foreign grantees. Since 1949, 47,950 students have been exchanged.

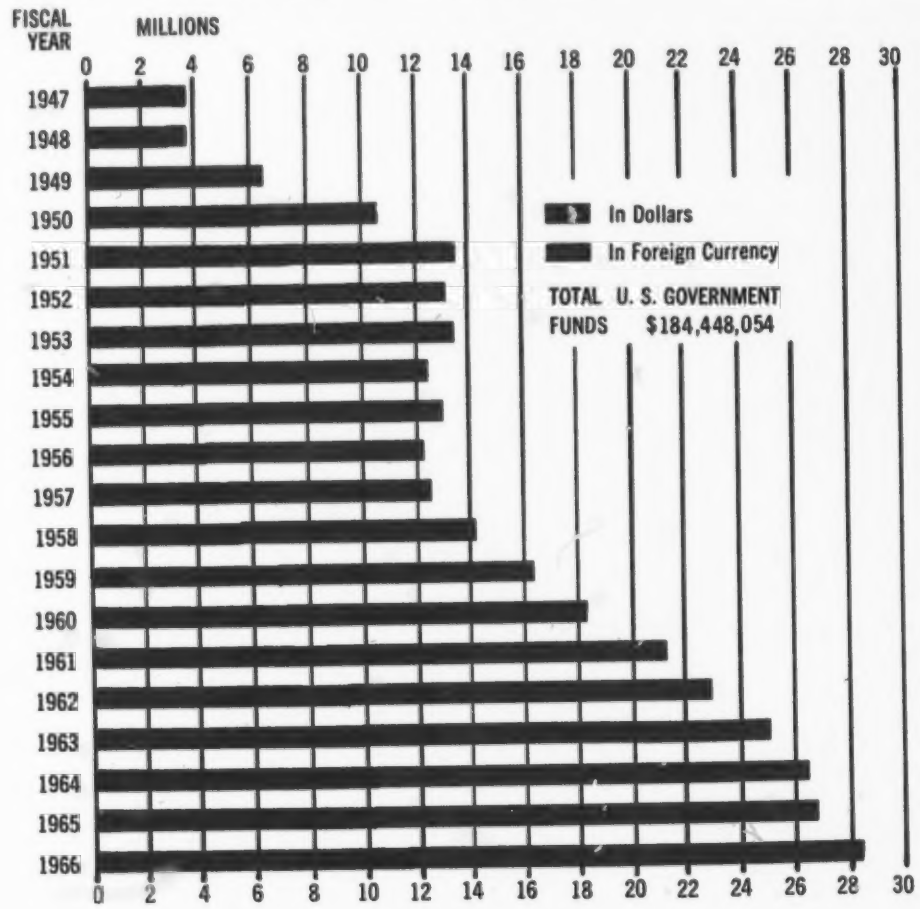
Grants are normally awarded only to graduate students, but exceptions are sometimes made, particularly in programs for developing countries. Grants normally run for an academic year, with a limited number extended for a longer period.

The vast majority of all student grantees—almost two-thirds—go to, and come from, Europe. The Far East sends, and receives, the next largest number of students, followed by the Near East-South Asia group of countries.

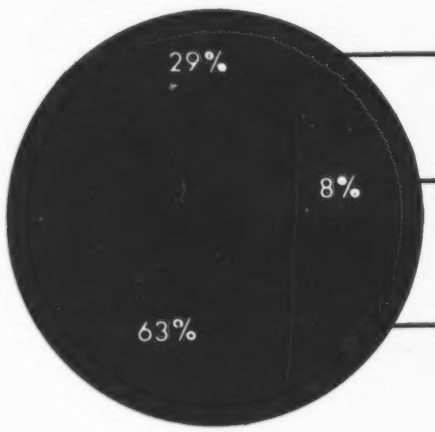
Improving the process of selecting students, especially from countries where university training differs markedly from that in the U.S., has been a continuing concern. Assuring that grantees have a good knowledge of English has proved essential. Since fluency in English tends in many countries abroad to be found chiefly among the socially and economically favored groups, efforts are made to draw student grantees from outside these groups by providing opportunities for intensive training in English for the grantees before they take up studies in the U.S.

Experience over the years has emphasized the importance of "orientation to the U.S." for foreign student grantees. In addition to the regular short-term orientation given almost all student grantees on arrival in the U.S., in recent years intensive orientation or special training, including English language training, has been provided for those who require it, before they enter universities here. In the summer of 1965, eighteen U.S. universities cooperated in providing such courses. American grantees going abroad receive orientation in the country of their assignment, through the local Binational Commission which also acts as their general supervisory agency.

U. S. COSTS OVER TWO DECADES, 1947-1966 (est.)
U.S. Government Funds Obligated for Educational Exchange



PRIVATE AND PUBLIC CONTRIBUTORS
Sources of Funds, Estimated for 1964-65 Exchange Program



NON-GOVERNMENT U. S. SOURCES	
U. S. Colleges and Universities	$ 9,885,637
Foundations and Private Agencies	748,610
U. S. Elementary and High Schools	1,566,193
FOREIGN GOVERNMENTS	
Through Cost Sharing Agreements	1,632,498
Tuitions, Salaries, Stipends For U. S. Grantees	1,500,000
Salaries for Exchange Teachers	397,081
U. S. GOVERNMENT	
In Dollars	10,085,878
In Foreign Currency	16,661,729
TOTAL	$42,477,626

What the Program Costs

Educational exchange presents a unique example of the public-private financing of an international activity. At least one-third of the cost of the U.S. program today is met either by private educational institutions and agencies in the United States or by foreign governments. The U.S. Government meets its cost through annual appropriations by the U.S. Congress.

Foreign governments contribute rather sizeable amounts in the form of tuition and housing for American exchange students, compensation, housing and other benefits for visiting lecturers and research scholars, and salaries for exchange teachers. The British Ministry of Education also gives salary supplements to its teachers coming to the high-cost United States. Contributions from foreign governments totalled nearly $2 million in 1964-65.

Foreign governments also have shown their commitment to the exchange program by signing formal cost-sharing agreements with the United States. Germany signed the first of these agreements in 1962, and nine more countries have since done so. In each of the past two years, over $1,630,000 in program expenditures were thus contributed by foreign governments.

The largest single U.S. contributors to the program outside the government are American colleges and universities. Their contributed tuition, scholarships, maintenance and salaries, for foreign grantees run over $9 million a year. U.S. schools, in paying the salaries of their exchange teachers, contribute about $1.5 million a year; U.S. philanthropic foundations and other private agencies about three quarters of a million.

The cost to the U.S. Government for Fiscal Year 1966 was $28,202,984. About 60% of this was, as is customary in recent years, in the form of U.S.-owned foreign currencies, accrued in countries abroad from the sale of U.S. surplus commodities (today principally food grains and cotton). Such foreign currencies are available, of course, in only a limited number of countries; foreign currency requirements for educational exchange with other countries are met by conversion of available currencies, and by dollars.

The amount spent by the U.S. Government on the educational exchange program since 1947 is $315,193,677—a total over 20 years which is considerably less than a small state, Connecticut, spends per year on elementary and secondary education. To use another comparison, it's an amount about equal to that spent in a recent year by the American people on spectator sports.

Members of the Board of Foreign Scholarships 1946-1966

	Occupation or Title At the Time of Appointment*	Term of Office[1]
Sarah G. Blanding	President, Vassar College	1947-51
Omar N. Bradley	Administrator of Veterans Affairs	1947
Laurence Duggan	President, Institute of International Education	1947-48
Charles Johnson	President, Fisk University	1947-54
Walter Johnson (Chairman, 1950-53)	Professor of History, University of Chicago	1947-54
Ernest O. Lawrence	Professor of Physics, University of California, Berkeley	1947-49
Martin R. P. McGuire	Dean, Graduate School of Arts and Sciences, and Professor of Greek and Latin, Catholic University of America	1947-54
Francis Spaulding (Chairman, 1947-50)	Commissioner of Education, New York	1947-50
John W. Studebaker	U.S. Commissioner of Education	1947-48
Helen White (Chairman, 1950)	Professor of English, University of Wisconsin	1947-54
John N. Andrews	Personal Representative of the Administrator of Veterans Affairs	1948-66
Lewis W. Jones	President, University of Arkansas	1949-52
Earl J. McGrath	U.S. Commissioner of Education	1949-53
James W. Edgar**	State Superintendent of Public Instruction, Texas	1951**
Margaret Clapp	President, Wellesley College	1951-55
Frederick Hovde (Chairman, 1953-55)	President, Purdue University	1951-55
Samuel M. Brownell	U.S. Commissioner of Education	1953-57
Francis S. Smyth	Dean and Professor of Pediatrics, School of Medicine, University of California Medical Center, San Francisco	1953-56
Philip H. Willkie	Attorney at Law, Rushville, Indiana	1953-58
Oliver C. Carmichael (Chairman, 1955-56)	President, University of Alabama	1954-56
Roger A. Moore	Student, Law School, Harvard University	1954-58
C. Joseph Nuesse (Chairman, 1956-58)	Dean, School of Social Sciences, Catholic University of America	1954-58
Sherman D. Scruggs	President, Lincoln University	1954-55
Katherine G. Blyley	President, Keuka College	1955-59
Bernice B. Cronkhite	Dean, Graduate School, Radcliffe College	1955-62
George C. S. Benson	President, Claremont Men's College	1956-60
Felton G. Clark	President, Southern University	1956-62
Robert G. Storey (Chairman, 1958-62)	President, Southwestern Legal Center, Dallas, Texas	1956-63
Lawrence G. Derthick	U.S. Commissioner of Education	1957-61
Hurst R. Anderson	President, The American University	1958-62
Elmer Ellis	President, University of Missouri	1958-62
John O. Riedl	Dean of the Graduate School and Professor of Philosophy, Marquette University	1958-63
Daniel W. Hofgren	Student, Law School, Columbia University	1959-63
Frederick E. Terman	Vice-President and Provost, Stanford University	1960-66
Sterling M. McMurrin	U.S. Commissioner of Education	1961-63
John Hope Franklin	Professor of American History, University of Chicago	1962-
Ella T. Grasso	Secretary of State, State of Connecticut	1962-66
Oscar Handlin (Chairman, 1965-)	Professor of History, Harvard University	1962-
A. Wesley Roehm	Chairman, Department of History, Oak Park and River Forest High School, Illinois	1962-66
John M. Stalnaker (Chairman, 1962-65)	President, National Merit Scholarship Corporation, Evanston, Illinois	1962-
Francis X. Sutton	Program Associate, The Ford Foundation, New York	1962-64
Robert B. Brode	Professor of Physics, University of California, Berkeley	1963-66
Francis Keppel	U.S. Commissioner of Education (presently, Chairman of the Board, General Learning Corporation, New York)	1963-
George E. Taylor	Director, Far Eastern and Russian Institute, University of Washington	1963-
A. Curtis Wilgus	Director, School of Inter-American Studies, University of Florida	1963-66
G. Homer Durham	President, Arizona State University	1964-
William G. Craig	Headmaster, John Burroughs School, St. Louis, Missouri	1966-
William J. Driver	Administrator of Veterans Affairs, Washington, D. C.	1966-
Teruo Ihara	Associate Professor of Education, University of Hawaii	1966-
Fredrick B. Pike	Professor of Latin American History, University of Pennsylvania	1966-
James R. Roach	Professor of Government, University of Texas	1966-
Brooks Hays	Consultant to the President	1966***

* Generally, as of the date of appointment.

1 Members of the Board serve in rotation for a term of 3 years, except that any member appointed to fill a vacancy occurring prior to the expiration of the term of his predecessor serves for the remainder of such term. Upon expiration of his term a member continues to serve until his successor is appointed.

** Unable to accept appointment.

*** Resigned April 20, 1966.

Countries With Educational Exchange Agreements With the United States

[under the Fulbright Act (P.L. 584) of 1946, and the Fulbright-Hays Act (P.L. 87-256) of September 1961]

COUNTRY	EXCHANGE AGREEMENT SIGNED	JOINT-FINANCING AGREEMENT SIGNED
CHINA	November 10, 1947	
BURMA	December 22, 1947	
PHILIPPINES	March 23, 1948	
GREECE	April 23, 1948	
NEW ZEALAND	September 14, 1948	
UNITED KINGDOM	September 22, 1948	May 10, 1965
BELGIUM (Luxembourg)	October 8, 1948	
FRANCE	October 22, 1948	May 7, 1965
ITALY	December 18, 1948	
NETHERLANDS	May 17, 1949	
NORWAY	May 25, 1949	March 16, 1964
IRAN	September 1, 1949	
EGYPT*	November 3, 1949*	
AUSTRALIA	November 26, 1949	August 28, 1964
TURKEY	December 27, 1949	
INDIA	February 2, 1950	
KOREA	April 28, 1950	
AUSTRIA	June 6, 1950	June 25, 1963
THAILAND	July 1, 1950	
PAKISTAN	September 23, 1950	
IRAQ	August 16, 1951 (Inactive)	
DENMARK	August 23, 1951	February 25, 1965
JAPAN	August 28, 1951	
SOUTH AFRICA	March 26, 1952 (Inactive)	
FINLAND	July 2, 1952	
GERMANY	July 18, 1952	November 20, 1962
CEYLON	November 17, 1952	
SWEDEN	November 20, 1952	June 28, 1963
CHILE	March 31, 1955	
PERU	May 3, 1956	
ISRAEL	July 26, 1956	
ECUADOR	October 31, 1956	
ARGENTINA	November 5, 1956	
COLOMBIA	January 9, 1957	
ICELAND	February 23, 1957	February 13, 1964
IRELAND	March 16, 1957	March 16, 1957**
PARAGUAY	April 4, 1957	
BRAZIL	November 5, 1957	
SPAIN	October 16, 1958	
UNITED ARAB REPUBLIC	September 28, 1959	
PORTUGAL	March 19, 1960	
URUGUAY	July 22, 1960	
NEPAL	June 9, 1961	
ETHIOPIA	December 6, 1961	
CYPRUS	January 18, 1962	
GHANA	January 24, 1962	
MALAYSIA	January 28, 1963	
AFGHANISTAN	August 20, 1963	
TUNISIA	November 18, 1963	
LIBERIA	May 8, 1964	
YUGOSLAVIA	November 9, 1964	

* Expired in June 1957. An Agreement was signed with the United Arab Republic in 1959, as shown.

** This Agreement, providing for use of funds in a counterpart special account to finance educational exchanges, predates the authority for cost-sharing agreements under P.L. 87-256.

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University of Texas

JOHN M. STALNAKER
President, National Merit Scholarship Corporation,
Evanston, Illinois

GEORGE E. TAYLOR
Director, Far Eastern and Russian Institute,
University of Washington

VACANCY (as of April 20, 1966, following the resignation of Brooks Hays)

RALPH H. VOGEL, *Executive Secretary*
U. S. Department of State, Washington, D. C., 20520

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